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# CHAUNCY HALL.

1895-96

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CHAUNCY-HALL SCHOOL-HOUSE,

593 Boylston Street,

1874-1896.

SIXTY-EIGHTH  
ANNUAL CATALOGUE

OF

Chauncy-Hall School

BOYLSTON STREET

BOSTON, MASS.

---

ISSUED MAY, 1896, FOR THE SCHOOL YEAR

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W H A T T A M O W N



## INDEX.

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	Page
Absence, Notes for, . . . . .	95
Abstracts of Authors, . . . . .	74
Annual Report, Sixty-eighth Year, . . . . .	13
Arithmetic Not to have Help at Home, . . . . .	89
Art Museum, Free Admission, . . . . .	80
Assistance on Difficult Points, . . . . .	88
Athletics, . . . . .	103
Board, . . . . .	26
Board of School Management, . . . . .	12
<b>Business</b> , Preparation for, . . . . .	47
Business Habits, . . . . .	48
Calendar for School, . . . . .	7, 8
<b>Children from 9 to 12</b> , . . . . .	60
Classical Course, Regular, . . . . .	32, 42
Clubs and Societies, . . . . .	103
<b>College</b> , Preparation for, . . . . .	42
Compositions, . . . . .	76, 29, 95
Coöperation of Parents, . . . . .	67
Corporation, Chauncy-Hall School, . . . . .	12
Course without Home Study, . . . . .	33
Courses of Study, . . . . .	29, 50, 57
CUSHING, MR. THOMAS, Death of, . . . . .	13
Dancing, . . . . .	102
<b>Days when School-house is Open</b> , . . . . .	8
Declamation, . . . . .	77, 29, 95
Delicate Children, . . . . .	21, 33

Detentions, . . . . .	95
Diplomas, . . . . .	97, 51
Dismissals, Early, . . . . .	94, 95
Drawing, . . . . .	80
<b>Education of Girls,</b> . . . . .	58
Elocution, . . . . .	70, 77
English Course, Regular, . . . . .	29
English Language, . . . . .	69, 22, 43
Examinations, . . . . .	86, 26
Exercises (Primary), . . . . .	57
Exhibitions, . . . . .	90
"    Order of Exercises, Jan. 30, 1896, . . . . .	92
<b>French and German,</b> . . . . .	78, 59
Games and Sports, . . . . .	83, 104
General Exercises, . . . . .	29
Good Manners, . . . . .	66, 47
Graduates, Standing of, . . . . .	47
Grammar-School Graduates, . . . . .	29
Greek, Time of Beginning, . . . . .	32
Gymnastics, . . . . .	81, 65
<b>Health,</b> . . . . .	63
Heedless Children, . . . . .	89
<b>History of the School,</b> . . . . .	11
Holidays, . . . . .	7
Home Reading, . . . . .	74
"    Study, . . . . .	63, 29
Hours of School, . . . . .	95
Individual Training, . . . . .	66, 9
<b>Institute of Technology,</b> Preparation for, . . . . .	45
Introduction, . . . . .	9
<b>Kindergarten,</b> . . . . .	55
LADD, MR. WILLIAM H., Death of, . . . . .	13
Latin { Method of Teaching, . . . . .	42
{ Time of Beginning, . . . . .	32
Lectures, . . . . .	68
List of Studies, . . . . .	29, 50, 57
<b>Literature and Elocution,</b> . . . . .	69
Luncheons, . . . . .	65, 94

Mathematics not to have Help at Home, . . . . .	89
Medals, . . . . .	100
Military Prizes for 1895-96, . . . . .	83
Misunderstandings, . . . . .	67
<b>Modern Languages,</b> . . . . .	78
Natural Science, . . . . .	79
Normal Kindergarten Class, . . . . .	50
Order of School-Exercises, . . . . .	67
Personal Attention, . . . . .	66, 9
<b>Physical Training,</b> . . . . .	81
<b>Primary,</b> . . . . .	56
Prizes for 1895, . . . . .	101, 83
Professional Schools, Preparation for, . . . . .	44
Programme for School, . . . . .	67
Promotions, . . . . .	95
“Public Hour,” . . . . .	68
Public Library, . . . . .	78
Reading, . . . . .	70
<b>Regulations, Privileges, etc ,</b> . . . . .	94
Report, Annual, Sixty-eighth year, . . . . .	13
Reports, Weekly and Examination, . . . . .	85
Roster, '95—'96, . . . . .	84
Scholars of '95-'96 {	List for Normal Kindergarten Class, 35
“ “ High and Grammar Schools, . . . . .	38
“ “ Primary Department, . . . . .	41
“ “ Kindergarten, . . . . .	41
School Hours, . . . . .	95
School System, The, . . . . .	66
Schools, Private, . . . . .	21
“ Public, . . . . .	23, 29
Sketch of the School's History, . . . . .	11
Social Life of the School, . . . . .	102
Societies and Clubs, . . . . .	103
Special Advantages, . . . . .	22
Special Students, . . . . .	62
Spelling, . . . . .	29
<b>Studies, List of</b> {	English, . . . . . 29, 50, 57
Classical, . . . . .	32

Superintendents of Classes, . . . . .	9, 16, 19
"System," The School, . . . . .	66
Teachers, List of, { 1895-96, . . . . .	16
{ 1896-97, . . . . .	19
Terms { Times of beginning, . . . . .	7
{ Tuition (see below),	
Thoroughness, . . . . .	34, 90
Training Class for Kindergartners, . . . . .	50
Tuition { Normal Kindergarten Class, . . . . .	52
{ High and Grammar School Classes, . . . . .	25, 27
{ Primary Classes, . . . . .	57
{ Kindergarten, . . . . .	56
Vacations,—Days when House is Open, . . . . .	8
"    see Calendar, . . . . .	7
Visitors, . . . . .	8, 68
Wednesday Half-hour, . . . . .	68
Year 1895-96, Report for, . . . . .	13

## CALENDAR.

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### SIXTY-NINTH YEAR, 1896-7.

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#### 1896.

For May, June, July, and August, 1896, see page 8.

September 14-18 (Mon.-Fri.), Examination of candidates for admission, and also of pupils "conditioned" from 1895-96.

New pupils who cannot be present on these days may be examined later or before the close of the summer term.

September 21 (Mon.).....Upper Departments open.

September 28 (Mon.).....Primary Department opens.

October 5 (Mon.).....Kindergarten opens.

October 6 (Tues.).....Normal Kindergarten Class opens.

Dec. 24 to Jan. 4.....Christmas Holidays.

#### 1897.

February 1 (Mon.).....Second half-year begins.

June 4 (Fri.).....Primary Department closes, except for the First Class.

June 4 (Fri.).....Kindergarten closes.

June 10 (Thurs.).....Promotion Day.

For dates for Abstracts and Compositions, see page 29.

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#### OTHER HOLIDAYS FOR 1896-97.

Saturdays — all legal holidays — Good Friday and the week following — the next day each after the Annual Exhibition and after Thanksgiving.

The right is reserved of granting also such other holidays—not exceeding six in number—as may be deemed advisable.

CALENDAR.

FOR MAY AND JUNE, 1896.

June 2 (Tuesday).....	{ Primary Department closes, except for the First Class.
June 5 (Friday).....	Kindergarten closes.
June 5 (Friday).....	{ Normal Kindergarten Class graduates.
June 9 (Tuesday).....	Promotion Day.
June 10.....	Summer Vacation begins.

CALENDAR FOR THE SUMMER VACATION, 1896.

*In the summer vacation*, the Principals may be seen at the new rooms, 458 Boylston Street, as follows :

After June 9, until July 1, inclusive,  
Daily from 9 to 1.

After August 23,  
Daily from 9 to 4.

Also, a representative of the School may be found at the rooms Tuesdays and Thursdays, from 9 to 12, during July and August. For full Calendar of the Sixty-ninth School Year, see page 7.

VISITORS.

*In term time*, except on Saturdays, one of the Principals is usually here from 8.30 to 4. Some teacher is usually at the School on Saturdays, from 9 to 11.

## INTRODUCTION.

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THE very full Index is especially designed to make it easy for *parents of children already at Chauncy Hall* to obtain so thorough an acquaintance with the provisions of the School that they may avail themselves of all the advantages offered.

For persons who are not acquainted with the School, a summary of its general principles is given ; and also of some of its special advantages.

Every day some of the teachers are free from class in order to give individual explanations to any pupils who need them, either for their regular lessons or for assistance toward promotions during the year, which are allowed whenever they would be for the pupil's best interests. This has been a custom of the School for more than twenty-five years.

The number of teachers is so large and the supervision so thorough that the advantages of having different courses in the same institution are preserved, while the dangers are obviated.

### SUPERINTENDENTS.

Boys.—In addition to the general supervision given by the Principals to the whole school, the boys of each class have a Principal as their especial superintendent, whose duty it is to know the needs of every boy in that class and his standing in each of his studies ; to

inspect carefully all his weekly and examination reports; and to consult and advise frequently with the other teachers of the class, in respect to the work and progress of individuals and of the class as a whole. To promote unity of action, the superintendents meet together regularly every week.

The same Principal, so far as is practicable, is continued as superintendent of the same pupils as they advance to successive classes from year to year, in order to secure the advantages of continuous intimate acquaintance and counsel.

**GIRLS.**—The same careful supervision is given to the girls of all classes as to the boys.

Arrangements are made for

#### A COURSE WITHOUT HOME STUDY,

for those whose health requires a great deal of out-of-door exercise, and for those who are giving so much time to music that it is not advisable for them to do the full work of the School.

#### SPECIAL STUDENTS

Are admitted to any classes for which they are qualified, subject to the rules and regulations governing regular pupils. Unusual inducements to such students are offered in

#### ANCIENT AND MODERN LANGUAGES.

There is no more charge for instruction in several classes in one language than in one class. To secure ample personal attention for each pupil, the language classes are in sections which rarely exceed ten members each, and which generally have less.

#### A POST-GRADUATE COURSE

Is open to graduates of high schools and to others of mature age. Many students have been prepared here for professional schools without going through college.



## SKETCH OF THE SCHOOL'S HISTORY.

---

CHAUNCY-HALL SCHOOL derives its name from its original situation in Chauncy Street, then the quiet and retired Chauncy Place, through which carriages could not pass. It was established there by Gideon F. Thayer in 1828, and remained for forty years, when it was removed to Essex Street, to a handsome new building fitted up purposely for its use. This was destroyed by fire in 1873; and, without the loss of even an hour's session, the School then occupied "John A. Andrew Hall" until the present building was completed for it in 1874. In view of the minute and careful arrangements made in the new quarters for heating, ventilation, and everything pertaining to the health and well-being of pupils, many friends of the School then feared that the thought and expense which these involved would not be appreciated at their true value. Fortunately, however, the contrary has been proved by the steadily large attendance, notwithstanding the numerous excellent schools in the neighborhood, both public and private.

Chauncy Hall has been remarkably fortunate in undergoing but few changes in management. This stability has allowed the deliberate test of different plans and methods, with the final adoption of such only as have proved advantageous. At the same time, by the introduction of young teachers, as opportunity has offered, all danger of over-conservatism has been avoided, and the latest advances in scholarship and in methods of teaching have been brought into combination with that mature judgment which comes from many years of service.

The firm-names under which the School has been carried on are as follows:—

Gideon F. Thayer, 1828-40; Thayer and Cushing, 1840-55; Thomas Cushing, 1855-60; Cushing and Ladd, 1860-70; Cushings and Ladd, 1870-79; William H. Ladd, 1879-84; Ladd and Daniell, 1884-96.

## CORPORATION AND MANAGEMENT.

---

### THE CORPORATION.

THE *school-house* at present occupied by the School (May, 1896) is owned by an association of graduates, known as the

*Chauncy-Hall School Corporation.*

Directors, { HERBERT B. CUSHING, *President.*  
 { EMILY J. LADD, *Vice-President.*  
 { BENJAMIN W. GILBERT, *Treasurer.*  
 { FREDERICK W. G. MAY.  
 { M. GRANT DANIELL.

All communications relating to the Corporation are to be addressed to Mr. B. W. GILBERT, 204 Purchase St., Boston, Mass.

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### THE SCHOOL.

All matters of government and instruction for the school-year, 1895-96 are under the control of a Board of Management consisting of

*Principals,* { M. GRANT DANIELL,  
 { MARY H. LADD.  
*Associate Principals,* { REST F. CURTIS,  
 { JOHN F. SCULLY.

After the school year ending in June, 1896, the new Board of Management will consist of

*Principals,* { JAMES B. TAYLOR,  
 { EDWIN DEMERITTE,  
 { WALTER C. HAGAR.  
*Associate Principal,* JOHN F. SCULLY.

## REPORT FOR THE SIXTY-EIGHTH YEAR, 1895-96.

---

THE school year now closing marks an epoch in Chauncy-Hall history, three striking events having occurred in close succession.

Just as the School was about to open in September, the death of the Senior Principal, Mr. William H. Ladd, unexpectedly took place.

In December, the former Principal, Mr. Thomas Cushing, so long associated with the School and with Mr. Ladd, died also.

In January, arrangement was made for new management of the School next year; and involved with this will be the removal of the School to another building.

Under the circumstances, the unbroken smoothness and continuity of the work of the School during the present year is a matter for congratulation. "*Accipimus omen.*"

Mr. Ladd had been identified with Chauncy-Hall School nearly forty years. The following sketch of some of his characteristics is abbreviated from the Report of the Committee on Necrology of the Mass. Teachers' Association, 1895:—

In the death of Mr. William H. Ladd, New England loses one of her most notable educators. He may be said to have been a "born teacher." Mr. Ladd's high literary attainments and his skill as an instructor in elocution and English literature made Chauncy Hall the pioneer in the literary courses since introduced into all good public grammar and high schools.

To the management of Chauncy-Hall School he contributed great ingenuity and untiring devotion. He was a rigid disciplinarian, and possessed remarkable powers of organization. His shrewd common sense showed itself by introducing business methods into all the details of school life.

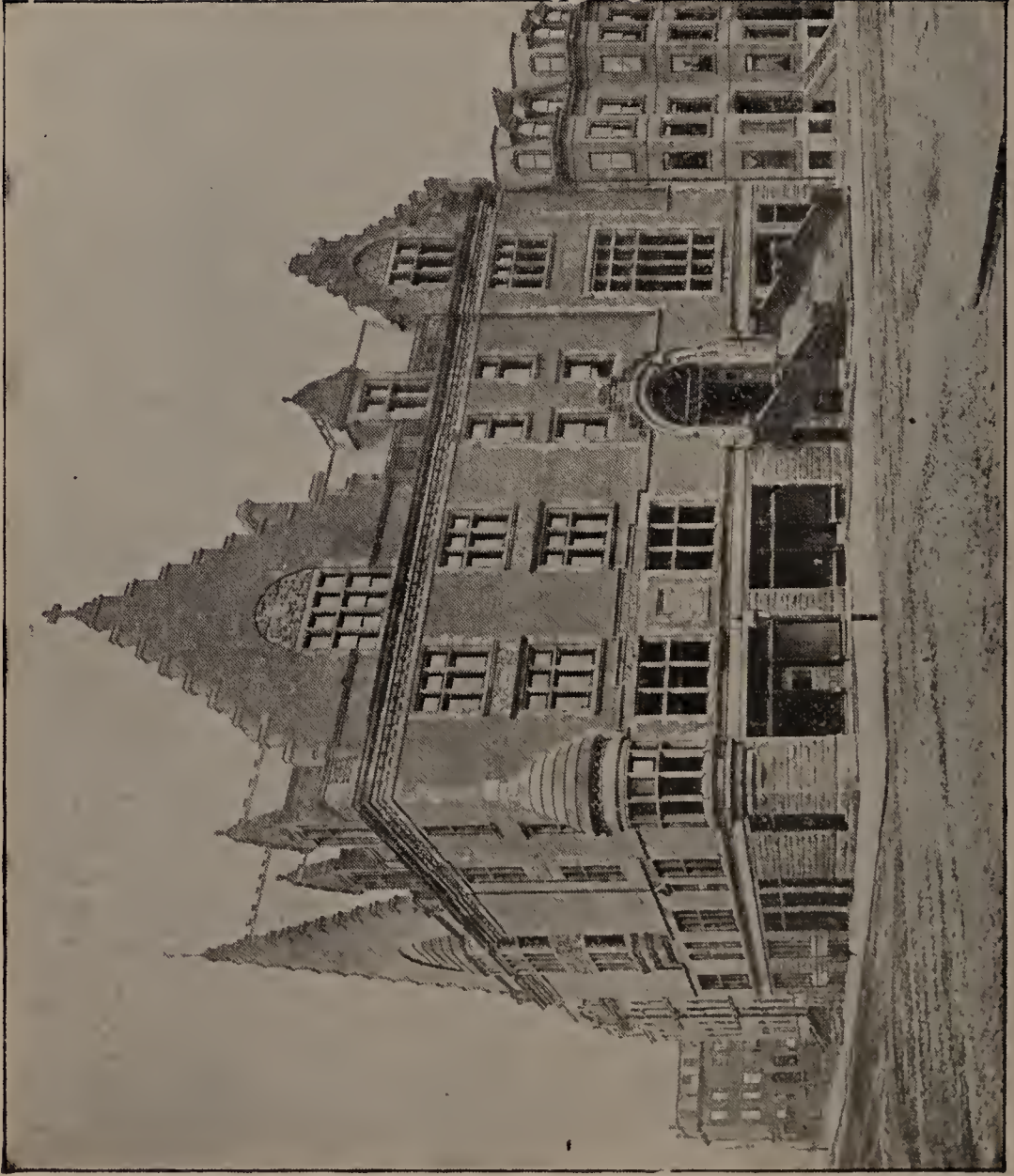
He had an exalted idea of what the school as an institution is fitted to accomplish; his ideal of what the teacher should be was the most exalted. He has taught us that the truest success in life demands personal effort, heartfelt courtesy, untiring energy and industry, and self-sacrificing devotion to one's calling.

Mr. Ladd's influence was not limited to his school work. He contributed of his means, his zeal, and his enthusiasm to many philanthropic enterprises.

The official connection of Mr. Thomas Cushing with Chauncy-Hall School began in 1829 and ended in 1879, although he had leave of absence, meanwhile, for completing his course at college. His real association with the activities of the School, however, remained vital to the last. He kept in touch with the pupils, not only by assisting at all public exercises, but by many a friendly call on ordinary days. Vigor, in body and mind and character, was perhaps the most marked trait in his interesting personality. His lively "Historical Sketch of Chauncy-Hall School," published at the age of eighty-one, seems a fitting memorial of himself.

At the close of the present school year, the existing board of management will be succeeded by Messrs. TAYLOR, DEMERITTE, and HAGAR, of the Berkeley School of this city. That firm has bought this school; and, in combination with their present school, will conduct it under the long-established name of Chauncy-Hall School.





458 BOYLSTON STREET

(Y. M. C. A. Building).

As Mr. JOHN F. SCULLY, now Associate Principal, will remain in the School, with the same position, and as the new Principals are thoroughly imbued with its methods, having been formerly on its staff of teachers, and heads of special departments, no marked change in the mode of administration may be anticipated. All but two of the other instructors for next year have also been connected with Chauncy Hall, either as teachers or pupils.

The School will be moved to the present rooms of the Berkeley School, in the Young Men's Christian Association Building, 458 Boylston Street (corner of Berkeley Street). Even before circumstances led to the transfer of the School, some change of location had been contemplated, on account of the increasing value of the real estate. The new quarters offer every convenience for the accommodation of a large and growing school.

The house No. 284 Dartmouth Street (next to Hotel Vendome) has been taken in addition, and will be devoted to the Kindergarten, the Primary, and the Normal Kindergarten departments, under the general supervision of Miss Lucy Wheelock.

It is sincerely hoped that Chauncy-Hall School may continue to have that hearty coöperation of parents and of past members which has so long been its just pride; and this opportunity is taken for thanking the many friends whose sympathetic interest in the best welfare of the School has found cordial expression during the present year.

MAY, 1896.

BOARD OF GOVERNMENT AND  
INSTRUCTION.\*

1895-96.

---

ARRANGED, after the first four names, by length of connection with the School.

M. GRANT DANIELL, Principal, and Superintendent of  
Class A (College and Institute Sections),

*Latin, Greek, French, Civil Government, and Vocal Music.*

MISS MARY H. LADD, Principal, and Superintendent of the  
Girls in the High-School Classes,

*Latin.*

REST F. CURTIS, Associate Principal, and Superintendent of  
Class B and of Class C.

*Mathematics and Military Drill.*

JOHN F. SCULLY, Associate Principal, and Superintendent  
of the Grammar-School Classes,

*Mathematics, History (English and U. S.), and English.*

\* For corresponding list for the school year 1896-97, see page 19.



Mrs. ABBY F. HARRIS, Superintendent of Special Students,

*English Literature, Composition, and Elocution.*

Miss ALICE E. HOLDEN,

*Drawing and Algebra.*

Miss MARY A. J. FROTHINGHAM,

*Natural Science, Arithmetic, and Penmanship.*

Miss LUCY WHEELOCK, Superintendent of all Kindergarten  
Work.

Miss JULIA C. CLARKE, Business Assistant.

Mrs. MARION ENDICOTT BROWN,

*Latin.*

Miss EMILY W. COLE,

*French.*

Miss O. FREDERICA DABNEY, Superintendent of the Girls  
in the Grammar-School Classes,

*French, German, Composition, and Reading.*

Miss ANNA S. FROTHINGHAM Superintendent of Class D,

*English Literature, Grammar, Composition, and Penmanship.*

MAJOR GEORGE H. BENYON,

*Military Drill.*

MISS EDITH E. FORBES, Secretary.

WILLIAM D. MACKINTOSH,

*Laboratory Physics, Mathematics, and Sloyd.*

FRAÜLEIN HELENE H. BOLL,

*German.*

MISS GRACE A. WOOD, Kindergartner.

MISS S. GRACE PARKER,

*Arithmetic, Geography, Vocal Music, and Calisthenics.*

A. HOWRY ESPENSHADE,

*General History (Ancient and Modern), English Literature,  
and Greek.*

MISS HARRIET E. RICHMOND, Principal of Primary Department.

MISS SUZIE W. UNDERWOOD, Assistant in the Normal Kindergarten Department.

BOARD OF GOVERNMENT AND  
INSTRUCTION,  
1896-1897.

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ARRANGED, after the first five names, by length of service. In such changes of Superintendents as become necessary each year by the graduation of classes, arrangement is made, so far as is practicable, for continuing the same teacher as superintendent of the same pupils.

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JAMES B. TAYLOR (Harvard '67), Principal, and Superintendent of Special Students and of Class D,

*History, Elocution, and Literature.*

EDWIN DEMERITTE (Dartmouth '69), Principal, and Superintendent of Class A (College Section) and of Class C,

*Latin and Greek.*

WALTER C. HAGAR (Trinity '79), Principal, and Superintendent of Class A (Institute Section) and of Class B,

*Mathematics.*

---

JOHN F. SCULLY (Bridgewater Normal '87), Associate Principal, and Superintendent of the Boys in the Grammar-School Classes,

*Mathematics, History (English and U. S.), and English.*

---

MISS LUCY WHEELOCK, Superintendent of all Kindergarten and Primary Work.

MISS ALICE E. HOLDEN,

*Drawing and Algebra.*

MRS. MARION ENDICOTT BROWN, Superintendent of the  
Girls in the High-School Classes,

*Latin and Greek.*

MISS HELEN E. STODDARD,

*German.*

MISS ANNA S. FROTHINGHAM, Superintendent of the  
Girls in the Grammar-School Classes,

*Literature, Grammar, Composition, and Penmanship.*

MISS EDITH E. FORBES, Secretary.

MISS MARY E. MAGRATH,

*Latin, History, and Rhetoric.*

MRS. L. ISABELLE STANTIAL,

*French.*

MISS S. GRACE PARKER,

*Arithmetic, Geography, Vocal Music, and Calisthenics.*

MISS SUZIE W. UNDERWOOD, Assistant in the Normal  
Kindergarten Department.

FRANKLIN T. KURT (Wesleyan, Ph.B.),

*Science.*

MISS ELIZABETH S. TOWLE, Primary Department.

MISS ANNA FULLER MANNING, Kindergarten-Department.

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It may be worthy of note that, with two exceptions, all members of the board of instruction and government for 1896-97 have been previously connected with Chauncy-Hall School as teachers or pupils.

## CHILDREN WHO ARE ESPECIALLY BENEFITED

BY

### PRIVATE SCHOOLS.

---

LEAVING entirely out of view those families who prefer private schools to public ones through the whole of school life, there are many cases where a private school,—abundantly supplied with accomplished and faithful teachers,—complements the work of the public schools. The following are some of the cases at Chauncy Hall:—

Healthy, bright children, who wish to make more rapid progress than the arrangements of the public schools allow.

Backward boys or girls who cannot keep up in the public schools, but who are able to do class work here through the extra personal attention allowed by small classes and an ample number of teachers.

Delicate children who cannot study out of school, but who can get a good education by the course described on page 33.

Those who have unusual talent for music, painting, or modern languages, who either take the course last mentioned or come as special students.

Graduates of high schools who want one or two years more of general culture.

Parents who are not acquainted with Chauncy Hall, and who are considering the expediency of giving their children a broader culture than can be obtained in the schools which they are now attending, are invited to notice on the following three pages a summary of some facts which are worthy of their consideration.

## SPECIAL ADVANTAGES.

---

The following summary of some special advantages is made for persons unacquainted with the School, who may not have time to read the whole catalogue.

---

EXCELLENT arrangements for ventilation, equable temperature, light, and position.

The attention to good manners and business habits ; and the fact that the business education is not confined to arithmetic and book-keeping, but gives such broad and general culture as is demanded for a high position in the mercantile community.

The pains taken to keep parents informed of the result of each separate lesson.

The aid furnished to pupils who need extra assistance.

The correct reading, writing, and speaking of the English language, begun at the earliest school age, continued through the entire course, and supplemented by a critical study of the best authors.

The arrangement of study for the development of the faculties in natural order, starting from observation.

The admission of pupils from the Kindergarten age to the age of graduation from the Latin School or the English High School, so that a child may have continuous systematic development, and not be exposed to the great break between the different grades which necessarily takes place in most schools.

The pleasant relations between teachers and pupils.

The courtesy shown by old members to new-comers.

### IN REGARD TO THE PUBLIC SCHOOLS

it is hoped that no person will suppose that there is intended any disparagement of the admirable work there done. The self-sacrifice, ability, and skill, shown by the great majority of teachers and by a large number of the members of the school boards, should have the profound gratitude of every citizen. But the limitations under which such schools are necessarily conducted are better understood and more keenly felt by the teachers who are laboring so conscientiously in the service of the State than by any other persons. The fact that children of teachers and of members of school boards are almost always enrolled among the pupils here is the greatest compliment the school has. In comparison with the public schools, it is believed that Chauncy Hall may fairly present the following points :

#### ITS RETENTION OF THE TWO GREAT ADVANTAGES

of the best public schools, namely :

Thorough discipline.

The mingling of a large number of pupils, which is so valuable in training children for their future duties as citizens and members of society.

## ITS FREEDOM FROM THE DISADVANTAGES

of public schools :

In the size of classes, particularly in languages.

In the opportunity for beginning languages at an early age.

In the small number of branches taken by each teacher.

In making its own regulations, so that it can meet the reasonable wants of individual cases without consulting any higher authority.

In keeping a healthy moral sentiment, not only by the exclusion of scholars of bad character, but by reserving the right of privately dismissing any pupil whose influence seems objectionable, without the necessity of public investigation or of proving any particular offence on his part.



## TUITION

For the School Year 1896-97, for Regular Pupils

IN THE

HIGH AND GRAMMAR SCHOOL DEPARTMENTS.

Payable half-yearly, Oct. 1, 1896, and Feb. 1, 1897.

[For tuition in the **Primary** and **Kindergarten**, see pages 56, 57; for **Special Students**, see page 27; and for the **Normal Kindergarten Class**, see page 52.]

---

College Course, . . . . . \$250.000

**English Courses, High School:—**

- (a) Final year of the course for the Mass. Institute of Technology, . . . . . 225.00
- (b) B Class (allowing electives from the above courses), . . . . . 225.00
- (c) Lower Classes (allowing one language), . . . . . 200.00
- Each additional language, . . . . . 25.00

**English Courses, Grammar School:—**

- (a) Upper two Classes, . . . . . 175.00
- (b) Lower Classes, . . . . . 160.00

This includes Latin for the highest Class, and short lessons in French for the middle and in German for the lowest Classes.

**Stationery and Text Books:**

- Stationery of all sorts needed for school, and the use of English class books, . . . . . 8.00

A fee of two dollars in advance must be paid for each *extra* quarterly examination caused by absence for any reason but illness.

#### DEDUCTIONS.

No deduction for late entrance is made before Nov. 1st, nor for withdrawal, for any cause, after April 15th. In case of sickness covering a period of six weeks or more, the loss is shared equally by the parents and the school.

Engagements are made for the full course unless there is a special agreement to the contrary at the time of entering.

When two or more pupils from one family attend, in the Upper Departments, *through the entire year*, a deduction of twenty per cent. will be made on the second half-yearly bill of that year for each member of said family. The same deduction will be made for special students whose bills equal those of regular students.

When a pupil in the regular English course remains two entire years in a class below the B Class, twenty per cent. of the second year's tuition in English branches will be deducted from the second half-yearly payment for that year.

A liberal deduction is made to teachers and clergymen, and to officers of the army and navy.

A discount of five per cent. is made on a full yearly bill paid before the opening of the school year.

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Suitable boarding places in Boston and vicinity may be had for six dollars a week and upward. Genuine *homes* in private families of culture and refinement may be had for ten or twelve dollars. Assistance in obtaining suitable board will be given, if early request is made.

TUITION  
FOR THE SCHOOL YEAR, 1896-97,  
FOR SPECIAL STUDENTS.

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Payable half-yearly, *invariably in advance*, for such instruction as is given to regular pupils both in and out of class.

On a yearly bill of not less than \$150, five per cent. discount will be made if paid in full before the opening of the school year.

YEARLY RATES.

Book-keeping, . . . . .	\$30.
Composition, . . . . .	10.
"    every week, . . . . .	25.
Drawing, . . . . .	20.
Elocution, . . . . .	40.
Geography, . . . . .	30.
Grammar <i>or</i> Rhetoric, . . . . .	40.
Gymnastics, . . . . .	15.
History, one country, . . . . .	40.
"    two countries, . . . . .	60.
Languages:—	
Ancient, { Latin <i>or</i> Greek, . . . . .	80.
{ Latin <i>and</i> Greek, . . . . .	150.
Modern, { French <i>or</i> German, . . . . .	60.
{ French <i>and</i> German, . . . . .	110.
Ancient and Modern, one of each, . . . . .	130.

## TUITION FOR SPECIAL STUDENTS.

Literature (English), Reading, Spelling, Defining,  
Composition, and Declamation :—

*High-School Course ;*

In Classes A or B, . . . . .	\$100.
In Classes C or D, . . . . .	80.
In two classes, . . . . .	125.
Shakespeare alone (four plays), . . . . .	50.

*Grammar-School Course ;*

In one class, . . . . .	\$60.
In more than one class, . . . . .	80.
Mathematics, one branch, . . . . .	60.
"    two branches, . . . . .	100.
"    three branches, . . . . .	140.
Military Gymnastics, . . . . .	30.

## Natural Science :

*High-School Course ;*

Chemistry or Physics, . . . . .	\$60.
Chemistry and Physics, . . . . .	110.

*Grammar-School Course ;*

Botany or Mineralogy, . . . . .	30.
Physiology or Zoölogy, . . . . .	30.
Penmanship, . . . . .	40.
Sloyd, . . . . .	40.

For \$250 a year, any studies may be taken that the student can pursue with thoroughness.

Books and stationery according to the amount used.

The general statements on page 26, unless expressly limited to regular students, apply also to special students.

## COURSES OF STUDY.

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MANY years of careful observation prove the following to be adapted to any pupil who possesses ordinary ability and good health.

The arrangement is designed to develop the faculties according to nature, by cultivating the powers of observation in the younger pupils, and by deferring to a more mature age those studies that call directly for reasoning. Reading, Writing, Spelling, and Arithmetic receive careful attention *throughout* the school course, so that graduates are fresh in these studies on entering business. There is Manual Training in the grammar-school classes.

Daily out-of-school study is necessary for regular pupils.

For graduates from the public grammar-schools, a special course of English studies is arranged, when advisable, with the addition of such languages as may be desired.

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### GENERAL EXERCISES FOR REGULAR PUPILS.

\*ABSTRACTS OF AUTHORS, by the High-School Classes:—

Oct. 12, Nov. 9, Dec. 7, 1896; Jan. 11, Feb. 8, March 8, April 5, May 3, May 31, 1897.

COMPOSITIONS, written at school, by all classes except the Fifth:—

Oct. 19, Nov. 16, Dec. 14, 1896; Jan. 18, Feb. 15, March 15, April 12, May 10, 1897.

[These dates for compositions indicate but a very small part of the time really given to this important exercise.]

DECLAMATIONS by all regular pupils:—

Oct. 27, Nov. 24, Dec. 22, 1896; Jan. 26, Feb. 23, March 23, April 20, May 18, 1897.

Gymnastics.

Short Lectures on different subjects.

Penmanship.

Written Spelling Lessons.

Written Defining Lessons.

Drawing.

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\* Not a separate study, but a substitution for the usual reading lesson otherwise due on those dates.

## ENGLISH DEPARTMENT.

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### Grammar School.

#### FIFTH CLASS.

Arithmetic. To Weights and Measures.  
 Geography. Frye's Primary.  
 English. Reading of stories from Hawthorne and familiar selections of poetry; language lessons; stories from mythology.  
 Elementary Mineralogy.  
 German (oral).

#### FOURTH CLASS.

Arithmetic. To Percentage.  
 Geography. Physical features of all the continents, and the political geography of North America.  
 English. Reading of stories of famous Americans, and selections from standard poets; language lessons; stories from Homer.  
 Elementary Botany.  
 German (oral).

#### THIRD CLASS.

Arithmetic. To Interest.  
 Geography. Races of men, plants, and animals of the world; physical and political geography of South America and of Europe.  
 History of the United States.  
 English. "Tom Brown at Rugby," and selections from standard poets; grammar.  
 Elementary Physiology.  
 French (oral).

#### SECOND CLASS.

Arithmetic. To Ratio.  
 History of United States completed.  
 Geography. Physical and political geography of Asia, Africa, Australia, and the Pacific Islands.  
 English. Reading of Scott's "Lady of the Lake" and Lamb's "Tales from Shakespeare" (comedies); grammar.  
 Elementary Zoölogy.  
 French.

#### FIRST CLASS.

Arithmetic completed.  
 Physical Geography.  
 English. Reading of "Ivanhoe" and "Ballads and Lyrics" [Lodge]; grammar.  
 Botany or Zoölogy.  
 Latin begun.

## ENGLISH DEPARTMENT.

**High School.**

## D CLASS.

Arithmetic reviewed (one recitation a week).  
 Algebra (four recitations a week).  
 History of England.  
 English. Masterpieces of American Literature; Lamb's "Tales from Shakespeare" (tragedies); Scott's poetry; rhetoric.  
 Physiology.  
 Geology.  
 Physics begun.  
 German, French, or Latin (elective).

## C CLASS.

Algebra (two recitation a week).  
 Geometry (three recitations a week).  
 History. Outlines of Ancient History.  
 English. Irving's "Sketch Book"; Macaulay's "Lays of Ancient Rome."  
 Physics.  
 German, French, Latin, or Greek (elective).

## B CLASS.

*English Section.*

Arithmetic. General review, including Metric System (one lesson a week).  
 Algebra (two lessons a week).  
 Geometry (three lessons a week).  
 History. Mediæval and Modern.  
 English. Shakespeare and other great English writers.  
 Civil Government.  
 Book-keeping.  
 College Physics (elective).  
 Elementary Chemistry.  
 German, French, and Latin (elective).

## (B CLASS.)

*College Section (Preliminaries).*

Algebra (elementary) finished.  
 Geometry (plane) finished.  
 History of Greece and Rome.  
 College Physics.  
 Elementary Chemistry (elective).  
 Latin.  
 Greek.  
 French.  
 German.

## A CLASS.

*Institute Section.*

Algebra (Advanced).  
 Geometry (Solid).  
 History of the United States.  
 English. Requirements for the Institute.  
 Drawing. Freehand and Mechanical.  
 Physics.  
 Chemistry.  
 French or German.

*College Section (Finals).*

Mathematics (elective).  
 English. Requirements for New England colleges.  
 Physics (elective).  
 Chemistry (elective).  
 French (elective).  
 German (elective).  
 Latin.  
 Greek (elective).

## COURSE OF STUDY IN LATIN AND GREEK.

*Latin.**Greek.*

## FIRST CLASS.

Collar and Daniell's First Latin Book or Harkness' Easy Latin Method.	
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## D CLASS.

Harkness' Grammar; Gates of Cæsar (Collar); Harkness' Cæsar; Daniell's Exercises in Latin Composi- tion, Part I.	Greek Lessons begun in February.
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## C CLASS.

Selections from Cæsar; Sallust, Nepos, and Ovid; Daniell's Exercises in Latin Composi- tion, Part I., finished.	Goodwin's Grammar; Xenophon's Anabasis or Goodwin's Reader.
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## B CLASS.

Vergil; Cicero; Sight Reading; Exercises in Latin Composition, Part II.	Goodwin's Grammar <i>reviewed</i> ; Xenophon's Anabasis or Goodwin's Reader; Sight Reading; Greek Composition.
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## A CLASS.

Cicero; Vergil; Sight Reading; Exercises in Latin Composition fin- ished.	Homer or Homer and Herodotus; Greek Composition.
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## TIME FOR BEGINNING LATIN AND GREEK.

Classes in Latin are formed in September, and the course of preparation for college occupies five years. This time may be shortened, when the age and progress of the pupil permit. To this end, a Latin class is formed in the D class, which in time joins the class beginning the *previous* year.

A Greek class is formed in February in the D class, which ultimately joins the one beginning the *following* September. This class is intended to make the beginning of the study of Greek easier for young pupils and for those who learn with difficulty, and the lessons are short.



**SPECIAL COURSE**  
**REQUIRING LITTLE OR NO HOME STUDY.**

THIS course is designed particularly for

CHILDREN IN DELICATE HEALTH,

but it is also earnestly recommended for young pupils who are giving

ESPECIAL ATTENTION TO LANGUAGES,

and for those of any class who require much

TIME AT HOME FOR MUSICAL INSTRUCTION.

A wise request for fewer hours of study is often made in behalf of children too delicate or too young to take the full regular course. Their health is of vastly more value than learning, but they are better both in mind and body for some regular mental discipline.

It would be disadvantageous for them to be allowed to do poor work in all the different studies to which the robust majority of the class are able to attend; while to keep them more than a few years under governesses or private tutors might deprive them of that form of development which comes from association with other children. Thus their education is often a difficult problem. The general arrangements of the School offer to this class of pupils the opportunities they need; and the great number of families that have availed themselves of the arrangement shows that it is supplying a frequent want. It is known in school as the

**“Two Years’ Course.”**

This is managed as follows:—When parents find the full work of a class too much for their child, they send a note stating that they wish

the child to remain two years in the class, instead of being promoted at the end of the year. The pupil then entirely drops nearly half of his studies, but does *thoroughly* what he undertakes, and passes the regular examinations on the branches he studies; the next year, he reviews what he has been over and takes up what he has omitted. This arrangement prevents any mortification at not going up with the majority, because the whole matter is thoroughly understood. The youngest scholars know the difference between the action of the parents on account of health, and a decision of the teachers on account of idleness.

If a large proportion of the scholars were unable to do ordinary school work, they might possibly have a depressing influence on each other; but as the very large majority of the scholars are in excellent health, the delicate ones have the enlivening influence of the active young life around them, while, at the same time, there are enough of their own kind to prevent loneliness.

Those whose health or time does not admit of doing even what has been mentioned above can take advantage of the arrangement for Special Students.

This system meets the requirements of almost any individual, young or old, who wishes to do a small amount of thorough work.

## PUPILS.

YEAR 1895-96.

## NORMAL KINDERGARTEN CLASS.

## JUNIORS.

Ilse Atkinson, . . . .	Kobé, Japan.
Isabel Neelson Babbitt, . . . .	Fredericton, N. B.
Mabel Grace Bateman, . . . .	Newton.
Mary Louise Benedict, . . . .	Newton Centre.
Bertha Edna Brackett, . . . .	Winchester.
Alice Helena Burbank, . . . .	Waltham.
Gertrude Appleton Child, . . . .	Mattapan.
Lu Blanche Cleveland, . . . .	Watertown.
Mary Helen Dana, . . . .	W. Lebanon, N. H.
Lilian Slater Daniels, . . . .	Salem.
Emma Augusta Dunham, . . . .	Deering, Me.
Grace Miriam Day Emerson, . . . .	Roxbury,
Elizabeth Johnson Freeborn, . . . .	Warren, R. I.
Mabel Sylvester Fuller, . . . .	Rockland.
Katharine Louise George, . . . .	Newton Centre.
Victoria Elizabeth Dunham Hamilton,	Roxbury.
*Helen Leighton Hitchings, . . . .	Malden.
Alice Cheney Johnson, . . . .	Nahant.
Mabelle Martina Johnson, . . . .	Lynn.
Mary Louise Cutter Jones, . . . .	Dorchester.
Margrette Kennedy, . . . .	Cambridge.
Josephine Merriam Kimball, . . . .	Somerville.
Clara Mason Lewis, . . . .	Marion.
Anna Fuller Manning, . . . .	Boston.

\* Died April 22, 1896.

## PUPILS.

Marion Kimball Merritt,	.	.	Chelsea.
Grace Winslow Patch,	.	.	Roxbury.
Mary Anderson Phillips,	.	.	Swampscott.
Mary Anna Prescott,	.	.	Boston.
Myrtice James Rice,	.	.	Newtonville.
Cora Elsie Rogers,	.	.	North Brookfield.
Mari Anne Ruxton,	.	.	Ludlow, Mass.
Elizabeth Marion Sacker,	.	.	Newtonville.
Mary Kepler Taplin,	.	.	} Winchester.
Ruth Moore Taplin,	.	.	
Mary Thompson,	.	.	Roxbury.
Elsie Wait,	.	.	Glens Falls, N.Y.
Mellicent Eliza Wilcox,	.	.	Springfield, Mass.
Louisa May Wooster,	.	.	Lexington.

## SENIORS.

Lizzie Colcord Arnold,	.	.	Salem.
Vina Calef Badger,	.	.	Worcester.
Helen Aten Baldwin,	.	.	Newton Centre.
Clara Hosmer Brown,	.	.	West Somerville.
Emma Grace Case,	.	.	Rochester, N.Y.
Josephine Madeline Coveney,	.	.	East Cambridge.
May Agnes Dacey,	.	.	Roxbury.
Margaret Dewey,	.	.	Springfield.
Margaret Loring Fielden,	.	.	Methuen.
Louise Edmands Finney,	.	.	Brookline.
Jennie Mabelle Gardner,	.	.	Talcottville, Conn.
Ethel Sears Gibbs,	.	.	New Bedford.
Frances Bradbury Goodwin,	.	.	Saxonville.
Helen Weston Holmes,	.	.	Plymouth.
Mabel Hull,	.	.	Newton.
Mabel Tucker Knight,	.	.	Randolph.
Anna Sherman Littlefield,	.	.	Winchester.
Mary Palmer McLaren,	.	.	Newton.
Sarah Augusta Miles,	.	.	Brookline.

Neva Wilhelm Nash, . . .	Adams.
Helen Louise Newton, . . .	Calais, Me.
Maude Raymond Nias, . . .	Wellesley.
Isabelle Mary Patten, . . .	Newton Centre.
Sara Louise Quimby, . . .	Newport, N. H.
Grace Louise Sanger, . . .	Framingham.
Olive Josephine Shute, . . .	Coon Rapids, Iowa.
Laura Mary Skinner, . . .	Ottawa, Kansas.
Caroline Thacher, . . .	Boston.
Emily Rapson Titus, . . .	Newton.
Anna Aldrich Tracy, . . .	Brighton.
Mary Elizabeth Tuttle, . . .	Rochester, N. Y.

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 SPECIALS.

Mary Frances Allen, . . .	Salem.
Grace Kingsley Blackman, . . .	Brant Rock.
Maizie Etta Blaikie, . . .	West Medford.
Helen Lucretia Bonney, . . .	New Bedford.
Ethel Burnham, . . .	Philadelphia, Pa.
Eugelia Louise Eddy, . . .	Fitchburg.
Mrs. Lena Williams George, . . .	Melrose.
Alise Beaumont Hartland, . . .	Wilkes-Barre, Pa.
Augusta Holmes, . . .	Kingston.
Mrs. Genevra Jack, . . .	Coon Rapids, Iowa.
Mary Elizabeth Jellison, . . .	Jamaica Plain.
Grace Edith Lamphear, . . .	Somerville.
Emily Lawall, . . .	Jamestown, N. Y.
Anna Tucker Nettleton, . . .	Dorchester.
Edith Newell, . . .	Bradford, Pa.
Louisa Parker, . . .	Marblehead.
Maude Anna Rossiter, . . .	Saratoga Sp's, N.Y.
Alice Florence Stewart, . . .	Wilkes-Barre, Pa.
Mary Lydia Thomas, . . .	Saratoga Sp's, N.Y.
Alice Branierd Torrey, . . .	Dorchester.
Elizabeth Sears Towle, . . .	Somerville.
Amy Warfield Watkins, . . .	Roslindale.

## HIGH AND GRAMMAR SCHOOL DEPARTMENTS.

David Abrams, . . . .	Boston.
Florence Joseph Armstrong, . . . .	Roslindale.
Ethel Eaton Atkins, . . . .	} Newton Highlands.
George Edwin Atkins, . . . .	
James Alford Atwood, . . . .	Ayer.
Agnes Walker Auld, . . . .	Havana, Cuba.
Clay Cooper Bartlett, . . . .	Chelmsford.
Paul Andrews Bissell, . . . .	West Medford.
Everett Hudson Black, . . . .	Lynn.
George Peter Blaise, . . . .	New Orleans, La.
John Hammond Bowman, . . . .	Hyde Park.
William Dexter Bradstreet, Jr., . . . .	Waltham.
Elton Gleason Brewer, . . . .	Hopkinton.
Christine Brooks, . . . .	Somerville.
Mary Frances Brooks, . . . .	Boston.
William Gordon Burrows, . . . .	East Somerville. •
Ellen Edith Butler, . . . .	} Boston.
Mary Veronica Butler, . . . .	
George Halliday Chapin, . . . .	“
Hazel Beatrice Childress, . . . .	Dallas, Texas.
Eliza Isabelle Clarke, . . . .	Dorchester.
Stoughton Ellery Cobb, . . . .	Boston.
Wilbur Alden Coit, . . . .	Newton Centre.
Francis Parkman Creden, . . . .	South Boston.
Anna Foster Cross, . . . .	Nashua, N. H.
Gilford Tilden Currier, . . . .	Somerville.
Elizabeth Porter Daniell, . . . .	Roxbury.
Mabel Merritt Darcy, . . . .	Lynn.
Hubert Stearns Dennie, . . . .	Stoughton.
Robert Waters Easley, . . . .	Harriman, Tenn.
Beatrice Frances Eldredge, . . . .	South Boston.
Ernest Victor Emmes, . . . .	} Boston.
Louis Eugene Emmes, . . . .	
Lucy Bonney Esslemont, . . . .	Aberdeen, Scotland
Albert Dryden Evans, . . . .	Fort Worth, Texas.

Howard Fallon, . . . .	Salem.
Ethel Lincoln Fay, . . . .	} College Hill.
Margaret Fay, . . . .	
Harold John Warren Fay, . . . .	Westborough.
Mary Isabel Ferry, . . . .	Boston.
Helen Prosser Field, . . . .	"
Adolph Lonis Fischer, . . . .	Salem, Mo.
Marian Bartlett Forbes, . . . .	Boston.
Gardner Freeman, . . . .	Winthrop.
Marguerite Mandeville Gill, . . . .	Boston.
Arthur Franklin Glasier, . . . .	Roxbury.
Emily Augusta Goldsmith, . . . .	Cambridgeport.
Percy Freeman Goodwin, . . . .	Winchester.
Minerva Cook Hall, . . . .	Cambridgeport.
Hazel Brooks Hemman, . . . .	Roslindale.
Ralph Mahon Henderson, . . . .	Johnstown, Penn.
Gilbert Hodges, Jr., . . . .	Medford.
William Joseph Hodges, . . . .	Newton Centre.
Willoughby Mungean Hunt, . . . .	Central.
Ellen Marion Huntington, . . . .	Boston.
Karl Isburgh, . . . .	Melrose.
Evart Wendell Jackson, . . . .	Cambridgeport.
Walter Everett Jaggar, . . . .	Everett.
George Carlton Cheney James, . . . .	Boston.
Thomas Henry Johnson, . . . .	Roxbury.
Emma Marion Joy, . . . .	Boston.
Laura Weeks Kennedy, . . . .	"
Walter Monroe Knowlton, . . . .	"
Samuel Lombard, . . . .	Everett.
Roger Mackintosh, . . . .	Arlington Heights.
Katie Maud Mann, . . . .	Cambridgeport.
Harry Hale Marshall, . . . .	So. Framingham.
Albert Sinclair Marston, . . . .	Allston.
I. Bertram Marston, . . . .	Stoughton.
Juanita Carlotta McDermott, . . . .	Dorchester.
Laurie Raymond McKay, . . . .	Rockland.
Leslie Walker Millar, . . . .	Boston.
Hugh Montgomery, . . . .	Taunton.

Ella Morrison, . . . .	}	Somerville.
Lilla Morrison, . . . .		Roxbury.
Mae Regina Murphy, . . . .		New Orleans, La.
Una Meux Noel, . . . .		Lawrence.
Jeremiah Francis O'Mahoney, . . . .		Lynn.
Fred Irving Osborne, . . . .		Littleton, N. H.
Howard Wright Parker, . . . .		Hopkinton.
William Everett Patten, . . . .		Belfast, Me.
Charles Edward Paul, . . . .		Boston.
Louis Kittson Paul, . . . .	}	Lynn.
Charles Irving Porter, . . . .		East Watertown.
William Francis Porter, . . . .		Boston.
William Baker McNear Rand, . . . .		Hallowell, Me.
Percy Plumer Russ, . . . .		Wollaston.
Edward Emery Sanborn, . . . .		Boston.
Charles Parker Sheldon, . . . .		Jamaica Plain.
Ralph Julius Sommer, . . . .		Cambridge.
Charles John Smith, . . . .		Dorchester.
Harry Austin Smith, . . . .		Cambridge.
Kenneth Procter Smith, . . . .		Boston.
Carl Stone Stearns, . . . .		Melrose Highlands.
Edward Earle Swain, . . . .		Cambridgeport.
Ralph Slater Taylor, . . . .	}	Dorchester.
Brackett Kirkwood Thorogood, . . . .		Hyde Park.
Rebecca Vose Tripp, } . . . .	}	Newark, N. J.
George Francis Tripp, } . . . .		Wollaston.
William Underwood Tuttle, . . . .		Bedford.
Ethan Rogers Underwood, . . . .		Boston.
Gertrude Tobey Waterhouse, . . . .		"
Harold Dennett Waterhouse, . . . .		Hyde Park.
Abbott Reed Webber, . . . .		Boston.
Edna Constance White, . . . .		"
Henrietta Whitney, . . . .		Hyde Park.
Julia Anna Whitten, . . . .		Boston.
Serosa Ingalls Wilson, . . . .	}	"
Elisa Marie Wirth, . . . .		Cambridgeport.
Jacob Wirth, . . . .		
Mina May Woods, . . . .		



Howard Harlow Woodward, . . .	Roxbury.
Martha Adaline Wyman, . . .	} Hyde Park.
Walter Forestus Wyman, . . .	
Robert Hervey Young, . . .	New York, N. Y.

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## PRIMARY DEPARTMENT.

George Henry Brooks, . . .	Boston.
Thomas McGregor Brown, . . .	Erie, Pa.
Gladys Irene Clark, . . .	Boston.
William Emerson, . . .	Brookline.
Paul Bunton Foley, . . .	Boston.
Webster Deming Hadlock, . . .	Bucksport, Me.
Helen Rena Haskell, . . .	New Orleans, La.
Grace Redway, . . .	Boston.
Edward Parker Smith, . . .	"
Alden Frederick Washburn, . . .	Hyde Park.
William Theodore Van Nostrand, . . .	Boston.

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## KINDERGARTEN.

John Spencer Clark, 3d, . . .	Boston.
Henry Joseph Curtis, . . .	"
Freeman Conant Doe, . . .	So. Newbury, Vt.
Henry Engelhardt, . . .	Baltimore, Md.
Edmund Ralph Haskell, . . .	New Orleans, La.
May Florence Koshland, . . .	Boston.
Robert Winthrop Morse, . . .	Dorchester.
Ralph Eugene Rich, . . .	Boston.
John Lowell Stebbins, . . .	"

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Whole number of pupils, 226.

## PREPARATION FOR COLLEGE.

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CHAUNCEY HALL takes great pride in the long list of graduates whom it has prepared for college during more than sixty years. The experience and success of the teachers in charge of this department authorize us to ask the careful attention of parents who are intending to give their children a collegiate education.

One means of this thorough preparation is the small size of the classes in ancient and modern languages. If a pupil is in a large class, he cannot receive sufficient help in his efforts to master the difficulties of a foreign language; and if he is entirely under the care of a private tutor, he loses the drill and development that can be obtained only by contact with other scholars of his age.

The arrangements here aim to *combine class work with private instruction*. The Latin classes, for instance, are in sections that seldom have over ten members each; so that every scholar receives a great deal of personal attention.

From the outset, the endeavor of the teacher is to make the study of Latin and Greek interesting, and therefore agreeable. The necessary drudgery involved in learning the etymology of these languages is relieved by bringing the forms of words into constant

use in the building of sentences both oral and written. The rules of syntax are taught inductively, by observation and comparison, no mere memorizing of rules being allowed before the principles involved are seen in their application and clearly understood. A comparison of the idioms of the foreign language with those of the mother tongue is made at every step, and a large number of phrases involving differences of idiom are through constant practice securely lodged in the memory. Believing that the best fruit of practice in translation is the facility it gives the pupil in the use of his own language, we insist strenuously upon having all translation done in idiomatic English, and always the best English that the pupil, aided by the teacher, can command. A literal, word-for-word translation is often necessary, especially for beginners, to enable them more easily to get the drift of a passage, and to make sure that there is no hap-hazard guessing at the meaning; but this is always followed by a rendering into *good English*.

“Reading at sight” is practised from the earliest possible moment, and continued to the end of the course. After the pupils have acquired a pretty extensive vocabulary, they are required from time to time to prepare their lessons—as completely as may be—without using the lexicon. This is to teach self-reliance and the avoidance of what is too apt to become a slavish dependence upon the lexicon. The effort to get at the meaning of the words from their derivation and context tends to sharpen the wits and to induce the habit of close and accurate thinking. As the pupil increases in the ability to grasp the author’s meaning quickly and surely, his enthusiasm increases, and he finds more and more pleasure in the work.

The same careful preparation is made in the **English literature** required for college.

The chemical and physical laboratories afford all needed facilities for the experimental study of physical science.

Extra help on difficult points may be obtained out of recitation hours.

Girls fitting for college here take the same course as boys, and join the same classes.

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## PREPARATION FOR PROFESSIONAL SCHOOLS.

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STUDENTS wishing to enter professional schools without going through college can join the classes already formed, and receive the same attention and training as those who pursue the full college course. Many young men have already availed themselves of this advantage and have entered several of the *leading law and medical schools*.

## PREPARATION FOR THE MASS. INSTITUTE OF TECHNOLOGY.

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THIS School makes a specialty of preparing scholars for the Institute, and aims to fit its candidates so thoroughly that they will not be weighed down by having to make up deficiencies after entering. During the last two years of the course, all their studies are arranged with main reference to preparation for the Institute; and during the last year they are taught in most subjects in a class by themselves, so that the closest attention can be given to the studies demanded for their entrance examination.

The number of teachers gives a great advantage over most High Schools; as in those, the small corps of instructors usually have their hands already full with the preparation of pupils for college and for business. Here, those students who wish to go to the Institute have that special attention which is needed to enable them not only to enter with credit, but also to grapple successfully with the severe work which comes to them during their first year after entrance.

“To the student the importance of thorough preparation is great; since the character and amount of instruction given in the school from the outset leave little opportunity for one imperfectly fitted, to make up deficiencies, and render it impossible for him to derive the full benefit from his course or perhaps even to maintain his standing.” \*

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\* From the Institute Catalogue of 1895-96.

Reference is made to the President and Secretary of the Institute concerning the success which for many years has attended the candidates presented by this school.

When a pupil in the lower classes is intended ultimately for the Institute, it is better to give early notice of this, because the course requires French or German. The modern language should be studied at least two years. A longer time would be better.

While the minimum age for entering the Institute is seventeen years, the Institute Faculty advise eighteen years. This maturity of age gives opportunity for that thorough preparation that can be made only by faithful work extending over sufficient time. Many scholars have remained here another year after satisfactorily completing the regular course of preparation.

The Institute Class will take such of the General Exercises of the School (see page 29) as, in the judgment of the teachers, time will permit. This is in accordance with the aim which the School has long kept in view, to give its Institute candidates as liberal a preparation as their special work will allow. It accords also with the following quotations from the Institute catalogue of 1895-96 :—

“It should be borne in mind by the student purposing to enter the Institute that the broader his intellectual training in any direction, and the more extensive his general acquirements, the greater are the advantages he may expect to gain in his future course.”

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“Students will find their progress in physics and chemistry promoted by making themselves thoroughly familiar with the elements of physics, \* \* \* preferably by pursuing an elementary course in physical laboratory work.

A knowledge of the Latin language is not required for admission ; but the study of Latin is strongly recommended to persons who purpose to enter the Institute, as it gives a better understanding of the various terms used in science, and greatly facilitates the acquisition of the modern languages.”

## PREPARATION FOR BUSINESS.

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THE School tries to prepare its pupils for *practical business life*; but it uses that term in a broad and generous meaning. It aims in its commercial preparation to send out young men of cultured minds, correct habits, and good manners.

The high position of Chauney men in the mereantile community is partly owing to the fact that, throughout their school course, close attention was paid to the things that are imperative for business success.

They had been taught to write a neat and legible hand; to be proficient in business arithmetic; to speak and read English well; and to write good English.

But the graduates of this School have gone to their employers not only with a careful training in these indispensable matters, but also with minds sufficiently cultivated in various ways to enable them to comprehend easily the new duties upon which they entered; with good habits to gain the confidence of their employers; and with the manners of gentlemen to win the favor of other persons with whom they were brought into contact. In short, they had left school *qualified to begin* their work.

Pupils at Chauncy Hall who are intending to take a high position in business life not only have a thorough preparation in the elementary studies, but are also well grounded in Natural Science, English Literature, Modern Languages, and Ancient and Modern History.

The instruction and discipline of the School aim to aid in developing the moral principles, improving the manners, and forming the habits of its pupils. The principles of honor and truth are appealed to as the great regulators of conduct, and every one is trusted as long as he is found worthy.

There is great flexibility in the school regulations, by which work may at the outset be adapted to the individual needs of each pupil, or modified at any time that it may seem best. But all the arrangements and requisitions of the School are such as to cultivate the important habits of **punctuality, regularity, and precision**. Every day has its fixed and certain exercises, which recur with unvarying strictness; and it is soon understood by pupils, whatever may have been their previous habits, that an appointed day and hour do *not* mean "the next" day or hour, or some apparently more convenient season. School is opened and closed, classes go and come, lessons are set and recited, compositions and other written exercises are required and demanded, engagements are made and kept, with a regularity that is found to be practically unfailing. This precision appeals to the instinct of order that exists in every human being, and helps to develop it sufficiently to resist the temptations and obstacles that are often allowed to smother it; and it gives the possessor that pleasure that always accompanies the prompt and regular performance of every duty.



So, too, of many other matters in which exactness and precision are elements, and which go to make up those business habits which are of such importance both to the individual and to his friends. Written copies and exercises are expected to be correctly dated; compositions, etc., to be properly folded and superscribed; weekly reports to be duly carried home; in fact, all the *business* of school life must be properly and correctly despatched. The boy is thus educated in *business habits*, a thing of more importance to his future success and to the comfort of his employers and associates than any one accomplishment or branch of learning.

## NORMAL KINDERGARTEN CLASS.

Miss LUCY WHEELLOCK, Director.

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THE Normal Kindergarten Class of Chauncy-Hall School will reopen Tuesday, October 6, 1896, at 284 Dartmouth Street, Boston.

The regular course of two years prepares students for practical work as Kindergartners.

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### REQUIREMENTS FOR ADMISSION.

1. No student under eighteen years of age is received.

2. Good health is a positive essential.

3. A high-school certificate is demanded, or credentials showing equivalent educational advantages. In addition to this it is understood that students are received on probation for not less than two months, that the equally indispensable requirements of culture and natural fitness for the work be fully ascertained.

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### COURSE OF STUDY.

#### JUNIOR YEAR.

Child Study. Elementary Psychology; Theory of Froebel's Gifts and Occupations, and practical use of same; Froebel's Mother Play; Drawing, Modelling, and Color Lessons; Nature Study; Vocal and Phy-

sical Culture, in connection with the Kindergarten Songs and Games; Educational Reading, and History of Education; Daily Observation in the Kindergarten.

#### SENIOR YEAR.

Froebel's Mother Play and Education of Man. Advanced Gift-work; Study of Myths, Fairy Tales, and Science Stories; Songs and Games; Typical and Original Programmes; Observation and Practice in Kindergartens.

In some instances, students may be allowed to act as assistants in Kindergartens during the second year.

#### SPECIAL STUDENTS.

Provision is made for a limited number of teachers, and other students who have had some previous Kindergarten training and who wish to supplement it by further study. A year's work is planned, embracing some of the subjects of both the junior and senior year.

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#### DIPLOMAS.

The full diploma is given at the end of the second year to those who meet the required conditions for graduation, by thorough and satisfactory work.

Special certificates are granted to students in the special course, and to those who may desire to take the training for general culture and not for professional use. Such students are allowed to omit some of the hand work and to devote less time to observation.

#### MOTHERS' COURSE.

A Mothers' Class will be opened in November, meeting one morning a week throughout the season.

Froebel's book for mothers will be studied, with typical songs and plays.

Practical talks will be given presenting Froebel's theories of child culture, and conferences held for "Child Study," and for discussing the daily problems relating to the management of children in the home.

Mothers' Class opens Tuesday, November 3d, at 11 A.M. Fee for the course, \$25.00.

#### CALENDAR AND TUITION.

The Classes open as follows :—

Junior Class, Tuesday, October 6, at 2 P.M.

Senior Class, Monday, October 12, at 2 P.M.

The Junior Class meets regularly for work on Mondays and Fridays at 11 A.M., and on Tuesdays at 2 P.M. Attendance is required also at the science and singing lessons given on alternate weeks.

The Senior Class will meet on Mondays, Wednesdays, and Fridays, at 2 o'clock.

Tuition, payable half-yearly, before November 1st and March 1st, is as follows :—

#### FIRST YEAR.

Tuition . . . . .	\$100 00
Books and Materials . . . . .	20 00

#### SECOND YEAR.

Tuition . . . . .	\$75 00
Books and Materials . . . . .	5 00
Special Course, with work in both classes . . . . .	125 00
Books and Materials for this course . . . . .	20 00
Fee for students admitted from other classes for Senior work . . . . .	100 00

The year ends early in June for all classes.

The number of students in each class is limited.

In order to secure a place, application should be made before August, 1896, to

MISS LUCY WHEELOCK,

*284 Dartmouth Street, Boston.*

**SPECIAL TEACHERS.**

- Singing . . . . . Miss FRANCES S. ADAMS.
- Color and Modelling . . . HENRY T. BAILEY.
- Drawing . . . . . WALTER S. SARGENT.
- Nature Lessons . . . . . Miss S. E. BRASSIL.
- History of Education . . Miss SUZIE W. UNDERWOOD.

Other lectures and lessons are given as the needs of the class require.

Non-resident members of the Normal Class are allowed to take books from the Boston Public Library, by special arrangement with the Trustees.

The following list of books is given from which students may select for reading and study preparatory to the course:—

**HISTORY OF EDUCATION.**

- Froebel's Autobiography . . . Michaelis and Moore
- Froebel's Letters . . . . . Michaelis and Moore
- Froebel's Letters . . . . . Heinemann
- Life of Pestalozzi . . . . . De Guimps
- Educational Ideals . . . . . Munroe
- Educational Reformers . . . . . Quick
- Emile (Abridged Translation) . . . . . Rousseau
- Levana . . . . . Richter

## CHILD CULTURE.

Lectures to Kindergartners . . . . .	Peabody
Education through Self-Activity . . . . .	Bowen
Study of Child Nature . . . . .	Harrison
Christian Nurture . . . . .	Bushnell
First Three Years of Childhood . . . . .	Perez
Psychology of Childhood . . . . .	Tracy
Infant Mind . . . . .	Preyer
Children's Rights . . . . .	Wiggin
The Child . . . . .	Baroness Marenholtz-Bülow

## NATURE STUDY.

Systematic Science Teaching . . . . .	Howe
Nature Studies . . . . .	Jackman
Song of Life . . . . .	Morley
Fairyland of Science . . . . .	Arabella Buckley
Life and Her Children . . . . .	Arabella Buckley
Stories Mother Nature Told Me . . . . .	Jane Andrew
Brooks and Brook Basins . . . . .	Frye

## THE KINDERGARTEN AND PRIMARY DEPARTMENTS.

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IN the approaching change of location of the School, the welfare of the younger children has been considered with that special care which has always been a feature of Chauncy-Hall School. To this end, the conveniently situated house, No. 284 Dartmouth Street (next to Hotel Vendome), has been secured and furnished for school purposes. The main schoolroom receives the morning sun and has an open fireplace.

Both the Kindergarten and the Primary Departments will be under the general supervision of Miss Lucy Wheelock, the director of the Normal Kindergarten Class; and the house will be devoted to the exclusive use of these three departments.

### THE KINDERGARTEN.

“The Kindergarten is the free republic of childhood from which everything dangerous to its morality is removed, as its lack of development requires.”—  
*Froebel.*

Children may be admitted to the Kindergarten at the age of three and a half or four years, and the best results are secured when pupils remain for two years.

The Kindergarten will be in charge of Miss Anna Fuller Manning, and will be conducted in accordance with the fundamental principles of Froebel's system of child culture.

All the finer hand-work will be avoided which could possibly overstrain eyes and nerves.

Through the work and play of the Kindergarten an opportunity is afforded, not only for the formation of

right habits of *observing, thinking, and doing*, but also for the social training which is so essential to sound development.

In order that the individual needs of each child may be considered, the number of pupils is limited.

The Kindergarten opens October 5, 1896, and closes June 4, 1897. The hours are from 9 to 12.

The tuition is \$75 a year, payable November 30th. Pupils entering after that date may pay for the fractional part of the year.

Miss Manning may be seen at the house Mondays in June and September, from 10 to 1.

#### THE PRIMARY DEPARTMENT.

The lower primary class will form a natural transition from the Kindergarten to the school. Some of the features of the Kindergarten will be retained.

The advanced Kindergarten gifts will be used for teaching number and form, and a short period each day will be devoted to some of the occupations which furnish artistic and manual training, as drawing, modelling, folding, and designing.

Drawing and brush work will be used in connection with nature lessons, which will form a feature of each day's programme.

Language lessons, reading, and writing will be related to the science work, following the order of the seasons. Stories in prose and verse, and historical tales, will be given frequently for reproduction as a means of securing ease and correctness of expression.

There will be frequent changes of work, with marching, movement plays, and simple gymnastics, in order to secure the necessary physical exercise.



In the higher primary class the pupils are fitted for the lowest class in the grammar-school department.

The exercises of this class are as follows :—

Natural Science.  
Reading.  
Spelling.  
Language Lessons.  
Arithmetic.  
Geography.  
Penmanship.  
Drawing.

Singing.  
Physical Exercises.  
Manual Training Exercises—  
Paper Work, Painting, Clay Modeling.  
Recitations of Poetry.

Pupils are admitted to the Primary Department at from five or six to ten years of age. The number in each class is limited, to ensure personal attention. School hours in these classes are from 9 A.M. to 1 P.M.

Miss Elizabeth S. Towle, who has been secured to take charge of the Primary Department, is a teacher of experience in both kindergarten and primary methods.

Miss Towle may be consulted at the house, Tuesdays in June and September, from 10 to 1.

The Primary Department opens September 28, 1896, and closes June 4, 1897.

The tuition is \$88 a year for the lower class; for the higher class, \$100. Payments are due semi-annually, before November 1st and March 1st.

To teachers and clergymen, a deduction of twenty per cent. is made on the bill for the second half-year.

Holidays for Kindergarten and Primary Departments :—

Saturdays, all legal holidays, December 24th to January 4th, Good Friday and the following week, and the day after Thanksgiving.

Application for admission to either of the departments may be made to Miss Lucy Wheelock, 284 Dartmouth Street, Boston, or to the Principals of Chauncy-Hall School.

## EDUCATION OF GIRLS.

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FOR more than thirty years the School was exclusively for boys; but in 1862 a few girls were admitted at the request of parents who wished their daughters to receive the same regular, systematic, and thorough education as their sons, and to be subject to the rules and discipline of a large school. They are now in every department, from the Kindergarten to the Post-graduate Class and the Normal Kindergarten Class.

One great advantage for girls at Chauncy Hall may be found in the variety of courses of study.

**The Classical Course** fits for any college, in the same classes with boys intended for Harvard.

**The Regular English Course** gives a broad and thorough English education, with the addition of whatever languages may be desired.

This course includes some training in the details of business. Book-keeping is one of the regular studies.

**Variations from these Regular Courses** allow girls who are unable to follow a full course of study, either through delicate health or need of time for other things, to select such branches as seem best fitted for their strength and needs, and to pursue them under favorable conditions. Such a selection often proves to be just what is wanted as a

**Course for Graduates of High Schools**, who wish to do advanced work in one or two special lines. In

most studies, all the classes are open to such students at the same rates as for but one class. In French, for example, special students may have two or three daily recitations. Similar facilities are afforded for Algebra, Arithmetic, German, Latin, and other branches.

In **English Literature and Elocution** there is a full and very interesting course, and particular attention is paid to that most important matter, **English Composition**. Young ladies from eighteen to twenty years of age often pursue a **post-graduate** course in these branches.

Special courses are often advisable for girls below the High-School age, yet it is better, when practicable, for little girls to begin with the Kindergarten or Primary, or even with the Grammar-School classes, and follow the regular course of school work. A good foundation for later study is thus ensured, and more thorough scholarship may be expected.

**Special attention** is paid to these little girls in regard to health and studies, and the corps of teachers is such that necessary assistance in the preparation of lessons can always be given. By this means, the slow and the backward are enabled to do their best, while the quick may make as rapid progress as their physical powers allow.

The Primary, Kindergarten, and Normal Kindergarten Departments are in a house by themselves, with abundance of light and air.

All the girls are under careful **superintendence**. In addition to the general oversight given by the Principals of the School, the girls in the High-School classes will be (in the school year 1896-97) under the charge of Mrs. MARION ENDICOTT BROWN; and those in the

Grammar-School classes will be under the charge of Miss ANNA S. FROTHINGHAM.

**Higher Education.**—Girls who intend to go to college have the great advantage of reciting in the same classes with boys *who are in the regular course of preparation for Harvard*, and of being under teachers who have successfully carried on such preparation for many years. Such students have been fitted here or are now fitting for Smith, Vassar, Wellesley, and Radcliffe Colleges, Cornell and Boston Universities, and the Mass. Institute of Technology.

The courses of study at the Institute of Technology are open to all, without restriction of sex; and some of these courses are as well adapted to girls as to boys.

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## CHILDREN

FROM NINE TO TWELVE YEARS OF AGE,

SUFFICIENTLY ADVANCED TO ENTER

THE LOWEST CLASS IN THE GRAMMAR SCHOOL.

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ATTENTION is particularly called to the fact that a child in this class is not put under the entire care of one person (who may or may not be suited to the disposition and temperament of the child); but every pupil receives regular instruction from different teachers of both sexes, most of them of high education and long experience, besides having occasional contact with others in lectures and in general exercises.

To give unity to this composite influence, and to ensure more minute acquaintance with individual temperament and peculiarities, these children are under the charge of a Superintendent.

Proper assistance in the preparation of lessons can always be had when desired.

The nucleus of the youngest class in the Grammar School is the class promoted from the Primary School; but it receives accessions from other schools and from families whose children have previously been taught at home.

Pupils are not promoted from the Primary Department until very well grounded in Arithmetic, Reading, Writing, and Geography; and meanwhile, also, they have had systematic general exercises which have tended to their development in mental and physical vigor. Accordingly, it sometimes happens that young children coming here from schools where the standard for the grammar-school grade is not so high cannot at once attempt to advantage the full work of the Grammar School. For such children, the First Class in the Primary Department is an excellent place of preparation for the Upper School; but some parents prefer in such cases to have their children enter the Grammar School at once and remain two years there in the lowest class.

## SPECIAL STUDENTS.

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THE arrangement for special students is adapted to the wants of many young people who, for various reasons, cannot take the full school course: but it is especially valuable for

Young men and women who wish to pursue some favorite study; or who, from time spent in travel or from any other cause, have been hindered from acquiring proficiency in certain branches at the usual age;

Children whose health or attention to music allows only one or two hours of daily attendance.

Special students need be present only from the time they are first due to a recitation until their last recitation for the day is over. While at school, they are under the same rules as the regular pupils.

They must bring notes for absence like other scholars, and must take all the examinations of the classes with which they recite, under the usual conditions. In the very rare cases where examinations might be undesirable, special arrangements may be made.

For rates of tuition, see page 27.

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Valuable as these special courses are in exceptional cases, it would be better for the large majority of scholars who are of the ordinary age for school life to take one of the regular courses.

## HEALTH.

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IT is the full conviction of the Principals, based on the observation of many years, that the full course of study is a positive benefit to most pupils in regard to their bodily health, while reduced courses sufficiently flexible in their requirements should be provided for delicate students of any age.

Care is taken in the arrangement of the desks to have the light come from the left or back of the pupil, and walls are so tinted as to prevent glare.

Classes change their recitation rooms with nearly every period of the day; and this simple method goes very far toward reducing restlessness and weariness to a minimum in young children. It helps much in making good discipline easy. Different rooms and teachers and topics prevent the school hours from seeming long. Although the large majority of scholars are doing the regular school work for which *daily home study is indispensable*, parents, particularly of those in the lower classes, are requested to notice that many hours assigned for class work, on the programme, are occupied with lessons on which no previous study has been spent. Among these exercises are drawing, penmanship, and singing; lectures on different subjects; oral instruction in natural science and in American history; sloyd and gymnastics.

The abstracts of authors, in the upper classes, replace the literature lessons otherwise due on those days, so that the number of recitations is not increased.

SCHOOL HOURS AND OUT-OF-SCHOOL STUDY.—For the delicacy of health of many children to-day, one cause is often said to be “studying too hard” or “studying at home.” In the same connection it is often alleged that in former times health was more robust. This is an open question when applied to the majority; but even if it were an established fact, it should not be forgotten that school requirements were formerly greater than now.

Forty years ago, school sessions occupied from thirty to thirty-three hours a week. All pupils who were looking for anything more than a narrow education studied out of school from two to three hours a day. Vacations were only five or six weeks in a year. But now the sessions at Chauncy Hall are twenty-five hours a week, of which two-and-a-half hours are spent in physical exercises: there is a daily recess of half an hour; and the vacations are thirteen weeks or more.

Further, European children are often mentioned as enjoying better health than Americans. Yet in the schools of France, Switzerland, and Germany, the study hours are longer than here; while the vacations are short, and long lessons are assigned for vacation study. But a European boy or girl is not allowed to be out two or three nights a week till midnight, at parties or the theatre, or to sit up late at home, or to regulate food, clothing, or exercise by personal caprice.

Parents need not fear bad results of study in itself, if they will keep us informed of the appearance of their children at home, so that, in special cases, special adjustments of the School programme may be made.

The few cases of downright injury that have occurred were where *parents paid no attention to earnest warning from the School* that their children were



going too fast; but the majority of healthy scholars are less likely to suffer from over-study than from bad habits brought on by indolence. One of the most thoughtful observers in the country, Dr. WM. T. HARRIS, has said, "In five cases out of six, more likely in nine out of ten, there is more underwork than overwork." The career of many hundred pupils has been carefully watched, and it is found, as a rule, that the hard workers become healthy adults, whether their attention is turned to letters or to business.

GYMNASIUM.—In the school year beginning Sept., 1896, the well-equipped gymnasium of the Young Men's Christian Association will be open to Chauncey-Hall boys of the high-school age afternoons and Saturdays; and to grammar-school boys on Wednesday afternoons and Saturday mornings. In addition to the physical instruction given by the School, many a boy spends time in bodily training after school hours.

LUNCHEONS.—These still demand much more careful attention than they receive from some families.

Scholars who live near the school-house are encouraged to go home for lunch; many who live at a distance bring the best food possible under the circumstances, that which is put up at home under their mothers' supervision; others have a warm lunch or an early dinner at one of the hotels or cafés near the school; but the number who have nothing, or chiefly pastry, is large enough to cause grave anxiety.

It is of comparatively little use to reduce after-school detentions to the lowest point consistent with discipline and thoroughness, and to arrange for varied lessons, frequent changes of position, softened light, proper attitude, even temperature, and pure air, if health is constantly undermined by inattention to food.

## INDIVIDUAL ATTENTION.

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LETTERS of inquiry are often received in regard to the system of instruction.

Whether the following may be considered by all as "a system" or not, it has proved itself to be a way that makes thinkers, and that awakens a desire to seek further culture after leaving school. The only "system" which the School has may be put into these few lines:—

1. Care for health.
2. The pains taken to keep children pure in character and refined in manners.
3. The study of the mental peculiarities of each pupil so that the best training may be applied to each particular case.
4. Employment of teachers enough to attend to the needs of every pupil.

"Children are treated by a plan which implies that they are alike, but the assumption is not true. They are unlike, the differences among them are great; and when it comes to the processes of education, these differences are fundamental. Children differ widely in their mental faculties, in their capacity of apprehension and retention, in aptitude for different kinds of mental effort, in quickness of perception, in moral sensibility and power of self-restraint, in organic soundness and capability of endurance. To cultivate them all alike is to do violence to those peculiarities which make up the individuality. They can neither be taught in the same way with the same results, nor plied with the same motives with equal effect, nor subjected to the same degree of strain without injurious consequences."—Editorial in *Popular Science Monthly*.

## CO-OPERATION OF PARENTS.

Much care is taken to record any peculiarities of new pupils that can be ascertained. These notes are always a great help. If parents will *make sure* that the peculiarities of their children are understood here, we can give them much better aid in the education of their children than will otherwise be possible.

Every father and mother, and every other person who has the supervision of a scholar, is earnestly requested to become thoroughly acquainted with the Privileges and Regulations of the School.

## SCHOOL PROGRAMME.

Soon after the opening of the school year, a printed Order of Exercises, telling the time of recitations, recesses, etc., is sent to each family, *for the use of the parents*, not only that they may know what lessons should be studied on each evening, and when to visit the school to hear particular recitations, but also that they may not ask to have their children dismissed early on days when recitation comes during the last hour, and may avoid recitation time when they are obliged to call on their children during school hours merely on business.

## LITTLE MISUNDERSTANDINGS.

Parents are invited to visit the School frequently. Their presence is a stimulus to their children, and it is a means by which little misunderstandings are cleared up. The number of misstatements about school matters, made by honest, well-meaning scholars, is something incredible to any one but an experienced teacher.

Parents are earnestly requested to inquire *at once*

about anything that seems wrong in the management of the School. Any suggestions in regard to improvements will be gladly received, even if what is proposed should not seem expedient for adoption.

The Principals thank, most heartily, those parents who have promptly followed these requests. If every one will take the same course, the efficiency of the School will be much increased.

#### VISITORS.

This School welcomes the parents and friends of the pupils, and any other persons who are interested in education. This invitation is especially extended to teachers, to whose influence the School is so deeply indebted.

The exercises are not at all interrupted. The children learn in the Kindergarten and Primary to carry on their occupations in the presence of friends, without timidity, or self-consciousness, or nervous strain.

When they pass into other departments, they are more apt to preserve the frankness and simplicity of childhood than are other children who have not had such experience; and, with the constant attention given to good manners, they acquire a modest self-confidence that is a great help when they finally leave school.

#### THE "WEDNESDAY HALF-HOUR."

On Wednesdays, a half-hour is reserved when there are no regular lessons; but the time is usually occupied by lectures, music, declamations, compositions, or other general exercises. This is an interesting time for visiting the School; as all the pupils may then generally be seen together, and the regular work may be inspected before or after the public hour.

## ENGLISH.

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THIS most important of all branches of school training receives close attention in its various divisions of talking, composition, oral reading, declamation, literature, and grammar ; but as each of these is of more or less aid to all the others, a gain of time and effort is found in a practical recognition of the natural interdependence of all knowledge and the art of suitable expression.

Accordingly, good English is required not only in the school exercises of every description, oral and written, but also in the conversations with the teachers, which the ways of the school allow to an unusual extent.

This constant watchfulness begins with the little boys and girls in the Kindergarten, and continues until the young men and women go out into life from the Latin or English High-School Department.

The limited number of teachers in most high schools tends to the neglect of the study of English for the sake of the ancient classics ; but this evil is prevented at Chauncy Hall, by having so many classical instructors in proportion to the number of their pupils that the teachers of English are left free to devote themselves to the best interests of the pupils in all the departments of the School.

## LITERATURE AND ORAL READING.

Constant endeavor is made to cultivate such taste for standard books and to establish such habits of attentive reading as will last beyond the brief period of school life. Long experience has shown that nothing will ensure this result but early beginning, enthusiasm both of teacher and pupil, individual work, and direct familiarity with the masterpieces of literature.

Acquaintance with the best authors begins in the Primary classes. It is continued through the whole subsequent course, in two distinct ways, neither of which is sufficient alone, but which, when used as complements to each other, almost always develop in the pupil a love for literature. Hundreds of graduates, after entering upon active business, have expressed gratitude for the aid which had been given them here in forming literary taste which had become an inestimable blessing to themselves and to their families.

The two ways referred to above are: (1) *Literature in connection with oral reading*; (2) *Literature without oral reading*.

**(1.) Literature with Oral Reading.**

More than forty years ago, volumes of standard authors began to be read in this school in place of the "readers" then generally used. The change proved so satisfactory that it has been carried into almost every part of the school.

In the youngest Grammar-School classes, the regular exercises are varied by selections made by the pupils from standard authors, with suitable comment and information given by the teacher.

In the second year of the grammar course, stories of famous Americans are interspersed with stories of heroes from the works of Homer. The next year, boys take delight in reading Thomas Hughes' *School Days at Rugby*, which offers fine chapters for character-building as well as for vocal training. For a portion of the year, selections of standard poetry are used.

In the last year but one, in the Grammar-School department, the children are able to enjoy Scott's poetry and Lamb's *Tales from Shakespeare*; and the last year of this course is devoted to one of Scott's novels, usually *Ivanhoe*, and to the best English lyrics and ballads.

In the High-School department, the D Class begins a systematic course in masterpieces of American literature; and in the C Class a careful study is made of Irving's *Sketch Book*. The B Class begins the study of great English authors, paying especial attention to Shakespeare. The course of reading required for all New England colleges is begun this year, and is continued by those who remain to prepare for college and for the Institute.

The passages assigned for reading are short in all classes; but the student is required to understand every word and sentence, to show contrasts in words of similar meaning, to look up references and allusions to geography, history, and art, and to find the origin of quotations.

This preparation is tested at each lesson; partly in writing, as a help to composition, and in part orally, as a help to the pupil in gaining confidence, by practice, in his own ability to think while on his feet.

During the portion of the exercise that is given to reading aloud, the pupils are taught not merely to give

general effects, but also to try to express every shade of the author's meaning in as simple and natural a manner as would be used in conversation.

One reason why so much reading is indistinct, or spiritless, or stilted, is that young people do not see the necessity of taking time for practising the suggestions made by their teachers. Another reason is that in most schools there are not teachers enough to give assistance.

In this school, abundant additional help is given in all classes, both in and out-of school hours, in leading the student to a clear understanding of the author, and in hearing rehearsals of the passages that are to be read aloud in class. This private assistance is a great help even to the keenest intellects and the best natural readers; while it is invaluable to those students who are not fond of literary studies, or who are faulty in articulation or in expression.

Besides the daily questionings, there are regular quarterly examinations to test both the elocutionary attainments and the literary knowledge of each pupil.

Forty years of close observation show excellent results from this welding together of the study of the meaning of standard authors with the study of the expression of that meaning.

The greater part of the Chauncy-Hall graduates learn to read well; the industrious ones, very well; those who are gifted and industrious, exceedingly well. The poorest ones learn more than they can in any other way; for they hear enough reading that is positively good to have some standard by which to measure their own powers.

Of course, those pupils usually reach the best results who enter at a very early age and have ten or



twelve years of constant care in regard to what they read and to the manner of reading; but quick-witted, ambitious scholars often come to us from schools where such care cannot be given, who, by taking advantage of their new privileges, become admirable readers.

The authors already mentioned furnish examples for practice in every kind of reading,

“From grave to gay, from lively to severe,”

from quiet description of what is gentle and lovely in Nature and Humanity, to lofty oratory and outbursts of passion. The experience gained at school in these widely different styles of reading is easily applied in later life to other similar pieces; so that, if a person who has had this training is suddenly called upon to read something not before seen, he will probably render it fairly well.

A person who attempts sight reading without having been taught in youth to read anything correctly is apt to make an appearance that is not creditable; because he has no standard that enables him to see his deficiencies. The skill acquired in youth can be applied to the reading of magazines by one's fireside, or of reports at business corporations, or of parts in literary societies, or of records of public transactions, or to any other papers for which reading aloud is needed.

This training in mingled literature and expression encourages observation, investigation, and thoroughness; it tends to cultivate the taste so that when school days are over, only the best books are wanted; and it assists in the acquisition of pleasing and refined elocution. But as this work does not introduce the pupil to a sufficiently broad range of authors or to a copious vocabulary, the lack is supplied as follows.

**(2.) Literature without Oral Reading.**

This begins in the lowest Grammar-School classes, who are told those stories from Greek and Scandinavian mythologies in regard to which they are most likely to meet allusions in conversation or in reading. These stories are interspersed with explanations and illustrations, in the course of which the children learn many words that do not appear in the regular reading lessons. Great interest is manifested by the pupils; and their subsequent renderings of the stories, oral or written, generally show intelligent and accurate recollection.

Above these classes, the members of the High and Grammar-School departments read at home books which are assigned by the School, on one volume of which they are examined monthly. In these exercises, which are called "abstracts," the best results are obtained by a small amount of careful daily reading, in preference to the intermittent reading of larger portions. Preliminary talks are given about the author and his writings, and about the merits and style of the particular book assigned.

Most of the scholars are much interested in this home reading; but to prevent any excuse through forgetfulness, the dates for abstracts are printed on page 29, and are also on the "Order of Studies" sent to each family and on the cards that are furnished for the use of each scholar.

As the book is announced four weeks in advance, and as it is of a kind that can easily be obtained, no excuse is allowed on the plea of inability to get it. The assignments vary according to the age and ability of the class. In the course of six years they include

Biographies (mostly American); Dramas; Essays; Histories (including Parkman's and Prescott's); Novels; Orations; Poems (including the Iliad or the Odyssey, and the Æneid); and Travels. The aggregate number of volumes is between sixty and seventy.

In the A Class, the main work is the preparatory course required for admission to Harvard in the current year. This is taken not only by pupils fitting for college or for the Massachusetts Institute of Technology, but also by all members of the English High-School department who remain during the fourth year. Thus the latter pupils have the benefit of full preparation for college in the line of English Literature: while the different opinions and earnest discussions that are brought out in a large class in this particular study act as a stimulus to all.

The B Class takes a general survey of English Literature, to give some slight knowledge of authors that cannot be read in school for lack of time.

For 1896-97, the course for entrance to Harvard is as follows:—(a) Shakespeare's *As You Like It*; Defoe's *History of the Plague in London*; Irving's *Tales of a Traveller*; Hawthorne's *Twice Told Tales*; Longfellow's *Evangeline*; George Eliot's *Silas Marner*.

(b) Additionally for 1896-97, for critical study, the Harvard course requires Shakespeare's *Merchant of Venice*; Burke's *Speech on Conciliation with America*; Scott's *Marmion*; Macaulay's *Life of Samuel Johnson*.

As members of the B Class usually read fairly well before reaching that class, they are able to practise sight-reading with benefit.

Another course in Literature is arranged when

called for, especially to meet the needs of high-school graduates. Other special students frequently join this class, among whom are often young ladies of adult age. This course varies according to the wishes of the students; but it usually includes selections from the Bible, Emerson, Browning, Shelley, and the translations of the Greek tragedies.

Students who wish to pay particular attention to Literature can devote all their time to that subject, taking the entire reading of the most advanced classes with the addition of part of the work in less advanced classes.

#### COMPOSITION.

The little children begin written exercises as soon as they can write two words that make a sentence. They have daily practice in such work, in various ways and under different names, for years, until they are ready to meet without fear the formal "composition" that is so often the terror of school life.

Dates for the monthly compositions are announced at the beginning of the school year (both in the catalogue and in the printed programmes); and the subjects are assigned to each class considerably in advance of the date on which the composition is required.

The subjects are selected with great care and are adapted to the capacity of the respective classes. Those chosen for the younger pupils are subjects of which they are certain to have some knowledge, so that their earlier work may be concentrated on gaining facility of expression. By this method they are able to write with sufficient success to be encouraged for future attempts. The older classes have a greater variety of subjects, many of which are connected with

their lessons in literature or history, and call for an expression of individual thought.

Letter writing is an important feature of this general practice.

In addition to the criticism and assistance from the teachers, given at fixed periods every week, aid may be had daily, before and after school.

A medal for excellence in Composition is given by the Thayer Association.

Instruction in technical grammar is given so far as it is needed for understanding the parts of speech and for knowing whether sentences are correctly made.

#### DECLAMATION.

Declamation is a valuable help in learning English, as the pupils are encouraged to select pieces having literary merit; and as the School aims to have them prepare a selection for speaking in precisely the same manner that they prepare one for reading. The minor matter of gesture is, of course, another affair.

The beginning in declamation is made gently with the Primary classes, with proper instruction. In all departments, everything possible is done to assist in preparation, and to excite interest in learning how to give the author's meaning. The whole instruction is based on two rules: "Understand the piece thoroughly; deliver it naturally."

The younger pupils have both rehearsals and final declamations in an ordinary class room by themselves; but as they advance in age and attainments, they are promoted to larger rooms with additional listeners.

A pupil who is very shy or nervous is allowed to declaim in private, until he has gained sufficient confidence to appear before his class; but it is seldom that this privilege has to be continued long.

At each declamation, the "piece" to be spoken the next time must be shown to the teacher and its title recorded. No change is allowed without a week's approval by the teacher. This secures care in selection and tends to promote memorizing in good season.

Written notification of the dates when declamations are due is kept conspicuously posted in the school hall for several weeks in advance.

A gold medal for excellence in Declamation is given by members of the Class Association of 1885.

#### LIBRARY FACILITIES.

Non-resident members of the A and B Classes, the Post-graduate Class, and the Normal Kindergarten Class have the privilege of taking books from the Boston Public Library, by vote of the Trustees.

#### MODERN LANGUAGES.

In this department, the modern methods of teaching languages are followed, the aim being to give to the pupils a reading, writing, and speaking mastery of the language studied. In the youngest class, the instruction is almost wholly oral. As the classes advance, careful drill is given in grammar, and the older pupils have practice in original composition, and in translating English into French or German. The text-books used are almost wholly foreign, and as far as possible the language studied is the language of the class-room. Not only are classes formed, yearly, of young beginners in French and German, but also of older pupils who can proceed more rapidly. Mature French scholars may take up college courses in French history and literature.

## NATURAL SCIENCE.

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RECOGNIZING the important place which Natural Science is taking in the most advanced systems of education, the School has every year added to its facilities for giving scientific training. The object is to train the powers of observation and to cultivate the spirit of inquiry, by means of specimens and experiment, so that the work done may be but a beginning of study to be carried on in after years. With this aim in view, no text books are used.

In the Kindergarten, the Morning Talks offer a means for presenting elementary lessons on plants and animals, by which the observing faculties are quickened, and the eyes of the children are opened to "the great, wide, wonderful, beautiful world."

The relationships between the plant and animal kingdoms are shown, and the use of each to man. Seeds are planted, and the growth of the plant is noticed in its different stages. The parts of the plant and their functions are noted, and the flower is studied with special reference to its use to the plant.

In the representation of the movements of birds, insects, and other animals, much information is gained incidentally, as to the habitat, mode of life, and characteristics of the dumb friends about us.

In the Grammar School, experimental work has been done, involving simple principles of Physics and Chemistry. In the High School, more advanced ex-

perimental work in Physics and Chemistry has been done by the upper classes, while the D Class has been studying Botany.

The College Class in Physics uses the experimental work prescribed for admission to Harvard College. Each scholar does the forty experiments which are required, and in addition formulates the laws himself from his own results. This necessitates very accurate manipulation and careful thought. The remaining work consists in solving a great variety of problems, given to illustrate the wide range of the principles they have deduced.

The College Chemistry Class performs the list of experiments prescribed by Harvard College. The work is conducted on the same plan as that of the class in Physics.

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## DRAWING.

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A STUDY is made of the Elementary Forms, in geometric drawing and in working drawings; of the appearance of objects, embodying the principles of Perspective; and of Decoration, in connection with which the pupils copy designs and make arrangements of their own. The upper classes give some attention to architectural ornament and to the styles in architecture. The class preparing for the Mass. Institute of Technology has practice in Mechanical Drawing.

Free admission to the Art Museum, on any day when it is open, is furnished, under proper conditions, to scholars interested in art-studies.



## PHYSICAL TRAINING.

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A VERY important feature of school life consists in proper training of the powers of the body while it, like the mind, is in its most supple, plastic condition. To make eye, hand, and foot quick, firm, and accurate, the trunk elastic, the will prompt and decisive, the whole mind in relation to the body and the body in relation to the mind alert, forceful, and obedient, is a very essential part of one's education, and its value is being more and more recognized and provided for by progressive teachers.

Ever since the Civil War, military drill has, very naturally, been popular in the schools; and in addition to its popularity among the boys, it has been held by teachers to furnish just the right training in the desirable conditions of promptness, alertness, obedience, accuracy, and power to command.

But now, after a period of thirty-five years since the first military battalion in the vicinity of Boston was established at Chauncy Hall, a general consensus of opinion seems to be setting in among those who have given most attention to the matter of physical development that the manual of arms, at least, is not the best kind of exercise for growing boys, that it is one-sided in its development and by no means varied enough for gymnastic training, while the good qualities that it fosters—prompt obedience, alertness,

accuracy, and the power to command—can as readily be gained in other and better ways. Within a few months such authorities as the following have expressed this idea :—Dr. Clarence J. Blake, President of the Boston Physical Education Society; Col. Thomas F. Edmands, First Corps of Cadets; Dr. Edward M. Hartwell, Director of Physical Training, Boston Public Schools; Dr. Dudley A. Sargent, Director of the Hemenway Gymnasium, Harvard University; Capt. Hermann J. Koehler, Master of the Sword and Instructor in Gymnastics at West Point.

This decision of experts agrees with the conclusions reached years ago by the new management of Chauncy-Hall School, after a personal experience in the ranks and in command, and it is with great expectation that they hope to see Chauncy Hall again take the lead in the new movement toward advanced gymnastic training as she led a generation ago in the movement that doubtless has done much toward developing the school life of to-day.

Details will be worked out during the summer. Let it be sufficient to say that the military organization will still be maintained, that those now holding office will be continued therein, that the set-up drill and company or battalion movements will be a part of the system, and that the use of the single stick, fencing with either hand, as at West Point and at Harvard, Yale, and other leading colleges, will be introduced. The manual of arms will be continued if a sufficient number of boys of the *right age and size* desire it. Commissions obtained this year will hold good next year, and as vacancies occur new ones will be issued to those who earn them. Politeness of manners, correct deportment, skill in the work required, ability

to command, and success in examination will still be the steps to promotion and rank.

The same principles in regard to exercise and physical training apply to girls as to boys, and it is the definite purpose of the Principals of the School to develop varied forms of exercise for the girls. To secure the best results, the hearty coöperation of mothers is desired that, in the way of dress, due allowance may be made for freedom of motion.

#### OUT-DOOR SPORT.

City life does not so readily allow of out-door games for boys as is desirable. This difficulty should be overcome as much as possible; and to that end a room and the privilege of the grounds have been secured at the new Club House for school-boys contemplated at Riverside, on the banks of the Charles, where boating, swimming, tennis, baseball, and football may be indulged in, under proper supervision and control.

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At the competitive military drill held in Mechanics Building June 4, 1895, by a squad made up of sergeants, corporals, and privates, the three prize medals of equal grade, given by the School, were won by the following:

Sergeant HARRY MONTIFIX KEYS, Co. B.

Color-Sergeant KARL ISBURGH, Co. A.

Private WILLIAM FRANCIS PORTER, Co. A.

The colors were adjudged for the coming year to

Company B (HOWARD CLAPP, Captain).

The sergeant's silver medal from the Class of 1876 was awarded to HARRY MONTIFIX KEYS.

MILITARY COMMISSIONS,  
AWARDED JUNE 4, 1895 (at Prize Drill).

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*Major*, Thomas Pendleton Robinson.

*Adjutant*, Robert Milton Tenney.

*Quartermaster*, Morton Churchill Mott-Smith.

*Captains*, { Howard Clapp,  
Ernest Stockbridge Hodges.

*First Lieutenants*, { William Everett Patten,  
Percy Warren Witherell.

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ROSTER OF CHAUNCY-HALL BATTALION.  
MAY, 1896.

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*Major*, William Everett Patten.

*Adjutant*, Ethan Rogers Underwood.

COMPANY A.

*Capt.* Gilbert Hodges, Jr.

COMPANY B.

*Capt.* Clay C. Bartlett.

*Sergeant Major*, Laurie R. McKay.

*Color Sergeant*, Edward E. Sanborn.

*1st Ser.* Abbott R. Webber.

*1st Ser.* Laurie R. McKay.

## REPORTS, EXAMINATIONS, ETC.

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REPORTS of two kinds are furnished ; the one giving written examinations, and the other giving recitations.

### REPORTS OF WRITTEN EXAMINATIONS.

Reports which contain the results of written examinations in all the studies pursued are sent home for all scholars, regular or special. By these it will be easy to see the proficiency of the scholar, not only in any particular branch of study but in his work as a whole. These reports are to be retained by the parents.

That parents may receive more minute information than is given in these reports of written examinations,

### WEEKLY REPORTS

of conduct and recitation marks are given to the pupils to be taken home. In case of frequent deficiencies, the Principals will call attention to the fact by mailing these reports to parents, adding such comments or suggestions as may seem best.

These reports contain a record of *each separate lesson*. They are prepared with much labor, receive regular oversight and frequent comment, and are the chief means of communication with parents. It is not claimed that every mark is precisely right. An idle but quick-witted pupil may get a higher mark than

he deserves, while a classmate who has made faithful preparation may be confused in recitation and not do himself justice. But the average of a week's marks gives very nearly the results of study or negligence. Inability to learn readily, or neglect to use the ability, may be read in a series of low or moderate marks. A parent can decide, from his knowledge of home habits, to which cause the poor result is due. A series of unsatisfactory marks in deportment shows a disregard of good manners, and calls for parental warning and advice. The reports speak more plainly and regularly than we can, and often tell truths that might be unpleasant for us to tell. If their general drift and tendency are noticed, and home habits of study are taken into consideration, it will not be difficult for parents to mete out appropriate comment or advice; but if pupils find that but little home attention is given to reports, remissness in school duties is more liable to appear.

#### WRITTEN EXAMINATIONS

Give completeness, not only to the knowledge which the teacher has of the scholar's acquirements, but also to the scholar's knowledge of himself. They determine largely his fitness for promotion at the end of the year. For a teacher to rely entirely upon his own judgment in selecting individuals as capable of advancement to a higher class is both difficult and disagreeable; since errors may be made and personal motives suspected. Under such a mode of selection, some pupils might be retained in class whose studies they were incapable of mastering, and would then be dragged along as dead weight, gaining but little benefit themselves and

hindering the advancement of others. To keep any one in such a position is a false kindness, and is destructive of all solid scholarship or real advancement. Tests, suited to the average intellect and progress and judiciously applied, tell the scholar himself, as well as his friends, exactly where he stands; and, with common good sense, he will quickly acquiesce in their revelations and take a lower place, or will make a degree of effort that, at a subsequent examination, will enable him to gain the percentage required for promotion with his class.

#### ABSENCE FROM EXAMINATIONS.

In order to ensure punctual attendance, public notice of examinations is sometimes given three days in advance. When such notice is given, no excuse but illness is accepted.

No person but a teacher can have any idea of the care and time required in preparing a set of examination questions. A set cannot be used twice the same year, and only very rarely can it ever be used again. It is a severe tax on the teacher to hold a special examination for the pupils who are absent through illness, but it is a duty cheerfully performed. If, however, a pupil is absent on the appointed day for *any reason except illness*, a special examination will be held for him, for which a fee of two dollars in advance will be charged. This fee will go to the teacher who has the extra trouble.

When practicable, examinations are given without previous notice; as pupils are expected to hold themselves in readiness at all times to submit to written tests of their acquirements, without the opportunity to do

special cramming for a special occasion,—a pernicious practice, which should be discouraged in every possible way. In such cases, of course no charge will be made to absentees.

Necessary as examinations are to the thoroughness of any school, they are apt to be attended by two evils ; a striving for class rank, and a strain upon mind and body from too many hours of examination in one day. But great care about hours is taken in this school, an examination coming, when practicable, at the regular time of the lesson ; and there is no class rank.

Objections are sometimes made, nowadays, to all systems of marking or examination ; but no substitute for these has yet been found which gives so readily to parents the information about their children which it is their right to have. A careful daily record of every scholar is kept here, which is open to the inspection of parents ; and copies of this record are sent to them weekly.

#### ASSISTANCE ON DIFFICULT POINTS.

The explanations in all departments are intended to be so full and thorough that they can be followed by any attentive pupil of ordinary capacity.

In almost all classes in all schools, there are scholars who, either from slowness of thought or from want of concentration, leave the recitation room with only a partial understanding of the matter under consideration. At Chauncy Hall, additional assistance can usually be given during school hours by some teacher ; and similar aid can also be had out of school, morning or afternoon, from the teachers, who make specialties of their respective branches, and who will cheerfully



give, for the asking, whatever time may be necessary. Parents of such children can do them invaluable service by studying carefully their weekly reports, and by encouraging them to make the most of the opportunities which the School affords.

No easier road to thorough knowledge on any subject has been discovered than that of persistent and careful labor. The teachers will do their utmost towards opening and smoothing the paths to learning; but the scholars must apply their own powers to advancing upon these and conquering the difficulties for themselves. Most of the teachers are at their posts until after three o'clock, several of them until after four, and it is very interesting on some afternoons to go through the rooms and see the variety of aid that is given.

Unfortunately, however, only a minority of the scholars avail themselves of the advantages so abundantly provided. There are pupils in school who sadly need help, but who never come for it; and we have been told repeatedly by parents who have sent children here for years that nothing had ever been mentioned at home about these afternoon arrangements.

The request is made here, that **parents generally refuse to help their children in mathematics.** When they are paying tuition bills at a private school they should be relieved of such a care.

#### HEEDLESS CHILDREN

Sometimes enter the school, who, either from natural carelessness or want of previous training, cannot, even with the best intentions, undertake at once, or even within the first year, the full work of the average scholar, and fall into the regular and careful habits

which are so important for the best development. If so much is required of them at first, they may easily become irritable or discouraged. Such children can, usually, be led into good habits if, for a year or two, less than the average work is exacted of them, while what they are required to do is rigorously insisted upon. Such youth can often obtain a good education by remaining at school a year or two longer than the usual time; when they will be able to begin business life not only with a good knowledge of some things, but with a general improvement in habits which will be of incalculable advantage.

For such pupils, at the beginning of their school life here, the Two Years' Course is recommended.

#### EXHIBITIONS

Have been held annually for more than sixty years. They give much pleasure to a very large majority of pupils and parents, and are managed with great care to avoid the objections often justly made against such public exercises.

One of the objections to school exhibitions, as stated in print by a prominent physician, is that "the whole work of exhibitions and the preparations for them come at the end of the winter's labor and in the hottest weather," involving "extra strain." But the annual exhibition of this school always takes place but a few weeks after the Christmas holidays, when both the weather and the pupils' condition are most favorable. Nothing is obligatory on any pupil. The parts are all taken by volunteers. The exercises are so varied that it is very easy for any steady, industrious pupil to obtain some part, and if he has taken unusual pains

with elocution during the year he is allowed more than one part. During preparation, the regular work is interfered with as little as possible. If it is found that any pupil neglects at this time any of his usual studies, his part for Exhibition, if he has one, is taken away.

Should any parents disapprove of exhibitions even in the way they are conducted here, they have only to forbid their children to apply for any part.

The first Exhibition of which there is any definite record was held at the school-house, on a very hot day in August, 1830. Of an Exhibition on August 18 and 19, 1831, the full programme appears in Mr. Thomas Cushing's "Historical Sketch of Chauncy-Hall School." Of 1832, no mention has been found. On December 31, 1833, an Exhibition was held at the lecture-room of the Boston Athenæum, corner of Pearl and High Streets. At this Exhibition, the late Rev. Rufus Ellis gave the salutatory. In the Life of Dr. Ellis, by his son, is a list of the boys who took part in that Exhibition. Friends of the School will be interested to see, by this list, how many of that class became distinguished in science, literature, theology, medicine, commerce, and manufactures. In August, 1834, there was a semi-annual Exhibition at the same place. Subsequently, for several years, the Exhibitions were held in the Federal-Street Theatre. When that theatre was removed, they took place in the Melodeon, near the Boston Theatre. Later, they were held in the hall of the Lowell Institute until 1856; then in Tremont Temple; and for about twenty years, until 1893, they were given in Music Hall.

The Annual Exhibition is now held in the school building.

## ORDER OF EXERCISES

AT THE

*Sixty-eighth Annual Exhibition of Chauncy-Hall School.  
Held at the School house, Jan. 30, 1896.*

☞ Numbers 1, 2, 4, 5, 7, and 9 are taken by competitors for the Declamation Prize, as explained in the chapter on Medals.

1. RECITATION, . . . . . LESLIE WALKER MILLAR.

**A Ballad of the Constitution.**—(ROWAN STEVENS, in  
*Harper's Round Table.*)

2. DECLAMATION, . . . . . PERCY PLUMER RUSS.

**The Poet Körner Rousing the Germans.**—(A. CONAN DOYLE.)

3. READING, by members of Grammar-School Classes 3, 4, and 5.

**The Cat with the Princeton Colors.**—(MINNIE B. SHELDON, in  
*St. Nicholas.*)

A. F. Glasier,	W. E. Jaggar,	Elisa M. Wirth,
W. Emerson,	Agnes W. Auld,	H. Fallon,
Juanita C. McDermott,	B. K. Thorogood,	Elizabeth P. Daniell,
T. H. Johnson,	Helen P. Field,	R. H. Young,
Gertrude T. Waterhouse,	E. W. Jackson,	Mary I. Ferry,
W. M. Hunt,	Emma M. Joy,	W. B. McN. Rand,
Mae R. Murphy,	H. D. Waterhouse,	R. J. Sommer.

[Arranged in order from stage right.—Conducted by  
Capt. CLAY C. BARTLETT.]

4. DECLAMATION, . . . . . LOUIS KITTSO PAUL.

**Chattanooga.**—(*Boston Evening Transcript*, Nov. 23, 1895.)

5. RECITATION, . . . . . MARY FRANCES BROOKS.

**The Magic Loom.**—(CLARA J. DENTON.)

6. READING, by members of High-School Classes C and D, and of Grammar-School Class 2.

**Pierre's One-wheeled Bicycle.**—(EDWIN ASA DIX, in *St. Nicholas*.)

G. E. Atkins,	R. Mackintosh,	L. K. Paul,
J. H. Bowman,	G. C. C. James,	P. P. Russ,
Henrietta Whitney,	A. D. Evans,	C. P. Sheldon,
Mary F. Brooks,	C. I. Porter,	C. J. Smith,
Ellen M. Huntington,	L. R. McKay,	L. E. Emmes.

[Arranged in order from stage right.—Conducted by  
Capt. GILBERT HODGES, JR.]

7. DECLAMATION, . . . . . ETHAN ROGERS UNDERWOOD.

From a Speech by CURTIS GUILD, JR., Massachusetts Day,  
Nov. 15, 1895, at the Atlanta Exposition.

8. RECITATION, . . . . . MARIAN BARTLETT FORBES.

**The Dream Ship.**—(EUGENE FIELD.)

9. DECLAMATION, . . . . . CHARLES IRVING PORTER.

**The Bell that Spoke for John Brown.**—(From a Sermon  
by the REV. DR. GREGG.)

10. READING, by members of High-School Classes A and B.

**Prometheus Unbound.**—(SHELLEY.)

[Prometheus, bound to the rock, begs the Powers of Nature to let him hear  
again the curse which he hurled against Jove. On hearing it,  
he repents having uttered it.]

Martha A. Wyman,	R. S. Taylor,	A. L. Fischer,
Margaret Fay,	L. W. Millar,	W. U. Tuttle,
Ethel L. Fay,	E. E. Swain,	C. E. Paul,
Minerva C. Hall,	W. A. Coit,	J. Wirth,
C. C. Bartlett,	E. E. Sanborn,	W. F. Wyman.
W. E. Patten,	G. Hodges, Jr.,	

[Arranged in order from stage right.—Conducted by  
1st Lt. E. ROGERS UNDERWOOD.]

11. DECLAMATION, . . . . . DAVID ABRAMS.

**Women in a Street Car.**—(ANONYMOUS.)

12. RECITATION, . . . . . HENRIETTA WHITNEY.

**Two Dairymaids of Dort.**—(ANONYMOUS.)

13. RECITATION, . . . . . CLAY COOPER BARTLETT.

**The Ballad of East and West.**—(RUDYARD KIPLING.)

14. DISTRIBUTION OF MEDALS.

## EVERY FATHER AND MOTHER

And every other person who has the supervision of a scholar, is earnestly requested to make thorough acquaintance with these

### Privileges, Regulations, and Things Forbidden, FOR THE UPPER DEPARTMENT.

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#### PRIVILEGES.

**Dismissals During Sessions** are occasionally allowed, *provided* that, if the scholar loses any lesson thereby, the parent is aware of such loss, and states this in the written or personal request for dismissal. This recognizes the right of parents to the dismissal of a child when they please—unless it interferes with necessary school discipline—while it protects them from any attempt on the part of the child to use their indulgence as a screen for unaeknowledged neglect of a lesson.

**Visitors.**—A scholar may leave a recitation to see a visitor, if such visitor be a *parent or guardian*.

**Scholars' Grievances.**—Any scholar who feels that he is unjustly treated by a teacher is not only allowed but is requested to write out the case in full, state the grievance, and hand it to the teacher who appears to be in fault. Such notes, when properly prepared, will always receive careful attention, whether the teacher feels authorized to change the decision or not.

But no scholar above the lowest two classes is allowed to *talk* with the teacher about such a case, unless the written statement has been previously made. It is hoped that the more intelligent members of the youngest classes will manage such matters in the way which works so well with the older scholars.

**Afternoon Assistance.**—Pupils who need assistance in the afternoon can generally obtain permission to leave an hour early on days when they have no recitation between one and two o'clock. This privilege enables them to get exercise and dinner, and to return in good condition for the special work without any real lengthening of study hours.

**Special Arrangements for Lunch** will be made for any pupil who finds that the lunch time of any day is all occupied by extra recitations. Such case *must be immediately reported* to the Class Superintendent or to one of the Principals.

## REGULATIONS.

**Absence.**—A note of excuse is required at the close of absence, and *previous* written or personal notice is respectfully requested when possible.

**Tardiness.**—Excuses are required for lateness the same as for absence, except for scholars regularly late. The latter must bring, *in the beginning*, a written statement of the reason for such regular lateness; and they will be held as accountable as other scholars for *each* lateness beyond the regular time allowed.

**Withdrawal.**—When a pupil is withdrawn from school either temporarily or permanently, a WRITTEN statement to that effect, from the parent or guardian, should be sent.

**Hours.**—The regular session is from 9 o'clock until 2. The younger pupils are dismissed earlier, while the college classes may be kept until 3. Special cases must be met by special arrangements. The school rooms are open from 8 to 4 o'clock. On Saturdays, some teacher is there from 9 to 11.

**Detentions.**—Bad lessons and ordinary infractions of school rules may, at the discretion of the teacher, be settled by detention after regular school hours. Some detentions are unavoidable, but these can be so arranged as to cause little or no interference with dinner hours.

Those exercises that come at long intervals, like

## COMPOSITION, ABSTRACT OF AUTHORS, AND DECLAMATION,

must be settled, so far as is convenient for the teachers, *on the day when they fall due*. No ordinary excuse, like want of time, or not understanding the subject, or inability to find a book, will be accepted for non-preparation.

**Promotions.**—Certificates of promotion in the regular departments below the B Class are publicly given at the close of the school year, to those students only who pass satisfactory examinations in every study pursued by their class. No pupil will be allowed to join a higher class if he has more than one "condition" not made up by September, or, as a general rule, if he has any "condition" in mathematics.

If a scholar shows a marked falling off in the last quarter, and this falling off is clearly due to wilful neglect (enough having been made on the previous examinations to allow a low mark on the last), public promotion is refused, and additional examinations may be required.

An average of sixty per cent. in each study is required for promotion.

Promotions are allowed also at *any time of year*, on satisfactory examinations, as an encouragement to pupils whose industry and health enable them to do the necessary work.

On Promotion Day, the compositions and declamations are voluntary exercises; but if a class is called out, every member who is present is expected to appear.

A zero mark in conduct during the year cuts off all mention of "honors" on Promotion Day.

**THINGS FORBIDDEN.**

It is intended to have but few inflexible "rules," especially prohibitions, as it is preferred to rely, as far as possible, on the honor and courtesy of the pupils; still, the peculiar freedom and variety of the school arrangements, as well as the situation of the school, demand certain restrictions for the best good of all concerned. To such rules as there are, pupils will be held strictly accountable.

**Leaving one's Assigned Seat** without permission is not allowed. The frequent changes of classes from room to room make it so easy for a scholar to violate this rule that to take such advantage of unwatched liberty is all the greater breach of honor, and is treated as a grave offence.

**Smoking** is forbidden *at all times* in or about the school premises, and during recess, no matter where the scholar may be.

**Borrowing or Lending any Written Exercise** without permission is forbidden.

**Throwing** anything whatever within the school rooms is forbidden.

**Books not to be left at School.**—No books, except those on Mathematics, should be left at school on the same day on which they are used there, but must be taken home, that they may be always ready for home study. If this rule is observed, the right books will always be at home; therefore absence can never be taken as an excuse for non-preparation of lessons, *so far as depends on having the books.*



## DIPLOMAS.

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DIPLOMAS are awarded on Promotion Day to those students who are present in person to receive them.

No diploma is granted to a scholar who has had a zero mark in conduct during the year.

A scholar whose record for the year shows frequent deficiencies in conduct may on that account be refused a diploma.

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### CLASSICAL DEPARTMENT.

Diplomas are awarded to those students who are thoroughly prepared to enter College, and who have attended satisfactorily to the General Exercises of the School.

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### ENGLISH DEPARTMENT.

Diplomas are awarded to those students who have taken all the studies of their class, have passed the required examinations, and have attended satisfactorily to the General Exercises of the School.

NOTE.—To accommodate regular pupils who remain two years in the B Class, part of the examinations for diplomas may be taken one year and the remainder the next.

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### SPECIAL COURSE.

A diploma may be awarded to a student whose studies have varied from the regular courses, but who has done an equivalent amount of work in such an elective course as may be approved by the School Management at the beginning of the final year.

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### NORMAL KINDERGARTEN CLASS.

For particulars as to this class, see page 50.

Students from other schools who wish for a diploma, of any kind, must be a full year in the Graduating Class and meet all the requirements exacted of those previously connected with the School.

Certificates of proficiency in the required studies, from schools of good standing, will be accepted in place of an examination.

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Occasionally, a pupil whose general average is very high is allowed to take a diploma by substituting some one very high mark for a mark which is slightly below the requirements.

A certificate of Honorable Mention is sometimes given to a pupil whose standing for the year is exceptionally good, but who fails to take a diploma through some technicality.

It will be seen that the diplomas are not obtained merely by remaining in school a certain number of years, or by going over a given number of subjects or pages. They are certificates of honorable conduct, faithful work, and good scholarship.

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## DIPLOMAS

AWARDED JUNE 11, 1895.

*College Course.*

Howard Clapp,  
Katharine Aldrich Whiting.

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*Course for*

*Mass. Institute of Technology.*

George Franklin Atkins,	Thomas Pendleton Robinson,
Harry Montifix Keys,	Herbert Ceylon Rowe,
Herbert Everett Lawrence,	Herbert Lincoln Smith,
Morton Churchill Mott-Smith,	Thomas James Sullivan,
Ernest Mühlhäuser,	Percy Warren Witherell.

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*English Course.*

Hubert Stearns Dennie,	Nathaniel Dwight Rand,
Henry Drouet,	Lee Burgess Raymond,
Ernest Stockbridge Hodges,	Blanche Everett Ware,
Abbott Reed Webber.	

AWARDS OF JUNE 12, 1895,  
TO THE  
NORMAL KINDERGARTEN CLASS.

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DIPLOMAS.

Mary Adelaide Bailey,	Bertha Vesper Jameson,
Catherine Rockwell Barnes,	Alice Warren Leonard,
Mary Hancock Batchelder,	Emma Lawrence McCully,
Katharine Latimer Burrill,	Mrs. Katherine R. A. Ogden,
Helen Maria Howland Carter,	Carrie Howard Osgood,
Mary Louise Chapin,	Fannie Bell Robson,
Sarah Elizabeth Goddard,	Carrie Ella Rhodes,
Isabelle Houliston,	Alice Kelley Townsend.

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FIRST-YEAR CERTIFICATES.

Lizzie Colcord Arnold,	Mary Palmer McLaren,
Vina Calef Badger,	Sarah Augusta Miles,
Heten Aten Baldwin,	Neva Wilhelm Nash,
Mary Virginia Blandy,	Helen Louise Newton,
Clara Hosmer Brown,	Maude Raymond Nias,
Josephine Madeline Coveney,	Isabelle Mary Patten,
May Agnes Dacey,	Sara Louise Quimby,
Margaret Loring Fielden,	Grace Louise Sanger,
Louise Edmands Finney,	Olive Josephine Shute,
Jennie Mabelle Gardner,	Laura Mary Skinner,
Ethel Sears Gibbs,	Caroline Thacher,
Frances Bradbury Goodwin,	Emily Rapson Titus,
Helen Weston Holmes,	Anna Aldrich Tracy,
Mabel Hull,	Mary Elizabeth Tuttle,
Mabel Tucker Knight,	Ida Frost Upham,
Anna Sherman Littlefield,	Eva Louise Wilde.

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DIPLOMAS IN SPECIAL COURSE.

Emily Millard Atwater,	Isabel Theobald King,
Martha Louise Bailey,	Clara Gertrude Locke,
Betsey Bean,	Florence Rice,
Carrie Lena Breed,	Harriet Estelle Richmond,
Henrietta Cook Cole,	Emily Marie Robinson,
Mary Crane,	Mary Redelia Sewall,
Katherine Everest Hatheway,	Suzie Wentworth Underwood.
Annie Hill,	

## MEDALS.

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AFTER the current year ending December 31, 1896, the system of regular School medals will be discontinued.

The following prizes are continued, which were established by the affection and interest of the founder of the School and of past members, for award at the Annual Exhibition:—

(a) *A Medal for English Composition, bronze, silver, or gold*, is awarded by a committee chosen by the Thayer Association from its own members.

(b) *The Class of '76* will also award, as before, a special *medal* for proficiency in some branch of the School work.

(c) *A Gold Medal for Declamation* is given by members of the Class Association of 1885; the award being determined in a large part by the year's average of regular work in that study, and in the remaining part by the success on Exhibition Day.

(d) *A Gold Medal*, founded in 1854 by the Chauncy-Hall Association, is given *by the Class of 1888* to the boy in the Upper Department who is considered by the boys among his school-mates to be the best boy in conduct. This is decided by ballot among the boys, and the result is not announced before the delivery of the medal.

(e) *The Founder's Medal (silver)*, for good conduct, is awarded to the best pupil in the Primary Department, from a bequest of the late GIDEON F. THAYER, the founder of Chauncy-Hall School. This is decided by vote among the Primary pupils, and the result is not announced before the delivery of the medal.

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### **New Medals:—**

(1) A gold medal is offered by the School, for the best-drilled boy in "all-round" gymnastic work for the school year 1896-97.

(2) A gold medal is also offered by the School, for the boy who shall show the most *improvement* in physical development during the school year 1896-97.

## MEDALS AND OTHER PRIZES FOR 1895.

AWARDED JAN. 30, 1896.

### (I.)—Regular Medals given by the School.

*Second Gold.*

Ethel Eaton Atkins, Marian Bartlett Forbes,  
Charles Irving Porter.

*Third Gold.*

Mina May Woods, Walter Forestus Wyman,  
Ethan Rogers Underwood (*Excellence in Mathematics*).

*First Silver.*

Mary Frances Brooks, Elizabeth Porter Daniell.

*Second Silver.*

Louis Kittson Paul, Gertrude Tobey Waterhouse,  
Harold Dennett Waterhouse.

*Third Silver.*

Elisa Marie Wirth.

### (II.)—Special Prizes given by Past Members ;

AND

#### The Founder's Medal.

*Silver Medal, Thayer Association.*

*English Composition.*

William Francis Porter.

*Gold Medal, Class Association of 1885.*

*Declamation.*

Charles Irving Porter.

*Shakespeare Prizes (new, three grades):—*

*High School,* { (1) Ethel Lincoln Fay, (2) Minerva Cook Hall,  
(3) Christine Brooks.

*Upper Grammar School,* { (1) Mary Frances Brooks,  
(2) Ellen Marion Huntington.

*Lower Grammar School,—*Walter Everett Jaggard.

## PRIZES FOR CONDUCT.

- (a) *Gold Medal, Class of 1888. (See page 100.)*  
William Everett Patten.
- (b) *Gold Medal, Class Association of 1887.*  
Mina May Woods.
- (c) *Founder's Medal (Primary Department).*  
Paul Bunton Foley.
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## THE SOCIAL LIFE OF THE SCHOOL.

THE School is eminently a happy one, having but few discontented members. This condition is very gratifying because it has not been brought about by lax discipline or by toleration of idleness. Some of the pupils who stand highest in scholarship, and — what is still better — in character, are found among those who are most active in the different athletic sports and other amusements.

Once each week, the whole school assembles for general exercises, which include music, declamations and compositions, and brief lectures.

At intervals, informal dances in the school hall are held on Friday afternoon, without eating or extra dressing, and with very little expense, if any. Some teacher is always present.

After the Annual Exhibition, an informal reception to past members is held in the school-house.

Some reminiscences of earlier exhibitions may be found on page 91.

In the following lists, only those officers are mentioned who have been connected with the School during the present year.

## CLASS ASSOCIATIONS:—OFFICERS FOR 1896.

## CLASS OF 1895.

*President*, CLAY C. BARTLETT.

*Vice-President*, HUBERT S. DENNIE.

*Secretary*  
and  
*Treasurer*, } GILBERT HODGES, JR.

*Executive*  
*Committee*, } CLAY C. BARTLETT,  
GILBERT HODGES, JR.,  
EDWARD E. SANBORN.

## CLASS OF 1896.

*President*, LESLIE W. MILLAR.

*Vice-President*, GILFORD T. CURRIER.

*Secretary*  
and  
*Treasurer*, } E. ROGERS UNDERWOOD.

## CLASS OF 1897.

*President*, PERCY P. RUSS.

*Vice-President*, CHARLES IRVING PORTER.

*Secretary*, MARIAN B. FORBES.

*Treasurer*, LOUIS K. PAUL.

## BICYCLE CLUB.

*Captain*, E. ROGERS UNDERWOOD.

*1st Lieut.*, GILFORD T. CURRIER.

## CHAUNCY-HALL ATHLETIC ASSOCIATION.

*Officers for 1895-96.*

*President*, MR. JOHN F. SCULLY.

*Vice-President*, GILFORD T. CURRIER.

*Secretary*, WILLIAM F. PORTER.

*Treasurer*, WILLIAM E. PATTEN.

*Executive Committee*, } CLAY C. BARTLETT,  
PERCY P. RUSS,  
E. ROGERS UNDERWOOD.

FOLLOWING is the list of the first prizes of the Sixth Annual Indoor Meeting of the Chauncy-Hall Athletic Association, held February 7, 1896.

CUPS AWARDED.

GIVEN BY THE ASSOCIATION.

*Thirty-five yards dash.*—DAVID ABRAMS, '97.

*Running high jump.*—WILBUR A. COIT, '95.

*Putting 16lb. shot.*—GILFORD T. CURRIER, '95.

*Thirty-five yards dash, for Juniors.*—ALBERT D. EVANS, '99.

*Potato race.*—DAVID ABRAMS, '97.

*Hurdle race, thirty five yards.*—DAVID ABRAMS, '97.

*Pole vault.*—CHARLES IRVING PORTER, '97.

*880 yards run.*—WILLIAM F. PORTER, '95.

The Class Cup, to be held for a year, given by the School to the class scoring the greatest number of points at the meeting, was awarded to the CLASS OF 1897. The same class took the cup last year.









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